

Michigan Department of Education
Office of Career and Technical Education

Technical Review, Assistance, and Compliance (TRAC)

Manual

Updated 10/2008





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TRAC Manual

Table of Contents

	Page
Overview of the TRAC Process	1-2
♦ Purpose	
♦ Primary Goals	
♦ Process	
♦ Intended Outcomes	
TRAC Timeline.....	2-4
♦ Region and CIP Selection Overview	
♦ Identification of On-Site Visits	
♦ TRAC Notification/Confirmation of Region Selection	
♦ Targeted Visits	
♦ CIP Instructional Program On-Site Selection Process	
♦ Notification of CIP On-Site Visit Selection	
♦ On-Site Visit Preparation	
♦ Designation of Region TRAC Coordinator	
Responsibilities: Region TRAC Coordinator	4-7
♦ Planning	
♦ Agenda	
♦ Individual and Group Interviews	
♦ CIP Review Documents	
♦ Less Than Class Size/Capstone Documents	
♦ Invitations	
♦ Building Staff Notification of TRAC Visit	
♦ TRAC On-Site Training	
♦ On-Site Visit Events Overview Meeting	
♦ Overview Attendees	
♦ Documentation Review	
♦ CIP Review Activities	
♦ Facility Observations	
♦ Wrap-Up	
♦ Wrap-Up Attendees	
Responsibilities: CEPD Administrator	8
♦ Checklist for CEPD Administrators	
On-Site Document Organization	8-9
♦ Organizing Information for the OCTE TRAC On-Site Team	
TRAC Post-Visit Process	9-10
♦ Final Report and Findings	
♦ Appeals Process	
♦ Compliance Plans	

Michigan Department of Education
Office of Career and Technical Education

TRAC Manual

Appendices

A	CTE Legislative Mandates	12-13
B	TRAC Timeline.....	14
C	TRAC Acronyms	15
D	Five-Year TRAC On-Site Visit Schedule	16
E	Sample Notification Letter	17-18
F	CIP Program Criteria.....	19-20
G	Sample TRAC On-Site Agenda.....	21
H	Room/Space Requirements Chart	22
I	Interview Questions.....	23-31
J	Sample CEPD Memorandum for CIP On-Site Visit.....	32-34
K	Sample CEPD Meeting Agenda.....	35
L	TRAC On-Site Checklists.....	36-50
M	Sample On-Site Review Report	51-57
N	Appeals Process	58
O	Sample Compliance Plan.....	59-60
P	Sample Follow-Up Letters.....	61-64

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Overview of the TRAC Process

Purpose

The purpose of the TRAC system is to meet state and federal requirements for a monitoring system and to provide technical assistance to local district administrators, teachers, and other staff for continual improvement of state approved Career and Technical Education (CTE) and Tech Prep programs.

The Office of Career and Technical Education (OCTE) developed the Technical Review, Assistance, and Compliance (TRAC) on-site monitoring process to identify local and regional strengths, best practices, and areas for program improvement. TRAC is also intended to facilitate communication and information exchange that will assist districts with such challenges as:

- Improving program quality
- Improving program linkages with state and national standards
- Increasing support for other state initiatives
- Expanding student opportunities to achieve national certification and credentials for CTE studies

The feedback received from the region's participants is used in the planning and development of future goals for CTE and Tech Prep delivery in Michigan.

Primary Goals

The TRAC process is designed to:

- Ensure that equal educational opportunities are provided to all students, including full opportunity to participate in programs, activities, and job opportunities and to benefit from services
- Provide technical assistance in the development, implementation, and improvement of CTE programs and related activities
- Identify exemplary practices and share this information statewide
- Monitor the use of federal and state funds, thereby assuring compliance with legislation
- Review and verify accurate data collection and reporting which will result in consistent statewide data to be used for Core Performance Indicators (CPIs)
- Analyze, identify, and change policies and activities that impede the achievement of the above goals

Process

Five regional TRAC on-site visits are conducted each year by OCTE staff. Consequently, each region will be visited at least once every five years. OCTE may conduct additional targeted visits to an agency or region when determined by department information. Using established selection criteria and desk audit reports, including regional summaries of CIP self-reviews, OCTE staff review TRAC items contained within five components of the TRAC on-site visit:

- CTE Approved Programs
- Data, Evaluation, and Accountability
- Career Initiative (CI) Grants
- Financial Reviews
- Less Than Class Size

Regions must regularly review the grant activities, outcomes, and expenditures for all federal and state initiatives for which they receive funding.

They also must review all state-approved CTE Classification of Instructional Programs (CIP) programs and their related courses within a five-year period.

Intended Outcomes

1. Review required documentation for grant activity, data submission, and financial transactions. Assure that funds have been expended appropriately and are used in compliance with federal and state policies and legislative mandates (see Appendix A):
 - Federal Carl D. Perkins, CTE Perkins (Secondary)
 - Federal Carl D. Perkins, Tech Prep
 - State Aid 61a(1), Added Cost
2. Review required documentation submitted for state-approved CTE program(s) as evidence that verifies program quality and student performance.
3. Protect against waste, fraud, and abuse.
4. Identify technical assistance needs.
5. Identify best practices.

TRAC Timeline

Region and CIP Selection Overview

In order to assure a smooth and successful on-site TRAC visit, planning and preparation in advance of the visit must occur. Appendix B is the timeline of event for a complete TRAC visit. Appendix C is a list of the common acronyms used in TRAC.

Identification of On-Site Visits

Five regional on-site visits will be conducted each year by OCTE staff. The TRAC review items include: Data, Evaluation, and Accountability, CI Grants, Financial Reviews, Less Than Class Size, state approved CTE programs, and articulated Tech Prep programs. This schedule will be maintained for each subsequent five-year period (see Appendix D).

TRAC Notification/Confirmation of Region Selection

OCTE sends the Regional CI Coordinator and the CEPD Administrator(s) written notification of the on-site visit selection in the summer preceding the academic year in which the visit will occur (Appendix E). The letter includes dates for the visit and related materials. It also includes the name and contact information for the OCTE staff member serving as the OCTE TRAC On-Site Visit Team Leader for the region's TRAC visit.

Targeted Visits

In addition to TRAC five-year scheduled on-site visits, OCTE may select and conduct targeted visits. These will address areas of concern and provide special/customized technical assistance to a region.

Notification of targeted visits will be provided at least 30 days prior to the visit. OCTE selection of a region, CEPD, district, building, or CIP for a targeted visit is based upon the Risk Analysis of various CTE program factors. These factors relate to:

- CIP performance (exemplary or deficient)
- CIP Self Review Summary reports analyses (i.e., teacher certification of curriculum)
- Data quality and/or data collection issues
- Financial issues
- Grant management performance, including timely submission(s)
- Perkins CPI levels
- Technical assistance request from the region

CIP Instructional Program On-Site Selection Process

During the on-site visit, OCTE staff will also review state approved CTE programs generating added cost and/or receiving federal funds. CIP on-site selection is **not** limited to just those programs that have completed the CIP self review process. Any CIP may be selected for an on-site visit. The following criteria are considered when CIP programs are selected:

- Added cost funding amounts
- Current enrollment and completion data
- Geographical location
- New program established within last five years
- New teacher for program
- OCTE program file information
- Program and building level core performance indicator data including special populations
- Regional CIP Summary Information and CIP Improvement Plans

See Appendix F for additional information on CIP program criteria.

Notification of CIP On-Site Visit Selection

OCTE will select the CIP programs for a TRAC on-site visit. Each teacher selected to participate in the CIP program on-site visit must update the CIP Self-Review so that it reflects the previous school year's program information. This information, including evidence, must be submitted to OCTE at least 30 calendar days prior to the scheduled on-site visit.

On-Site Visit Preparation

The TRAC visit requires preparation by both the region and OCTE. While the region is gathering documentation, reserving meeting rooms, and lining up interviews, OCTE is conducting a desk audit of pertinent information on grants, data, finance, and instructional programs. The actual on-site review takes three days. It includes visits to instructional programs, a review of documentation gathered, and a series of interviews with staff and students.

Designation of Region TRAC Coordinator

The region must identify one person to serve as the contact person for all TRAC on-site coordination, (i.e., the Region TRAC Coordinator). The Region TRAC Coordinator is responsible for organizing all aspects of the region's TRAC on-site visit.

At the TRAC training, the Region TRAC Coordinator will be provided documents outlining the details of the TRAC process and recommended organization strategies. The region will fax the Region TRAC Coordinator's name, title, mailing address, telephone, and email to OCTE.

The OCTE TRAC On-Site Coordinator and the Region TRAC Coordinator will assure that all necessary arrangements for the on-site visit are done in a timely and complete manner.

Responsibilities: Region TRAC Coordinator

The Region TRAC Coordinator serves as the region representative and makes all arrangements for the on-site visit prior to the review dates. This section provides the coordinator with additional information necessary to plan the agenda and the TRAC on-site visit.

Planning

It is important to consider the size of the region while making plans and scheduling activities for the TRAC on-site visit. In general, TRAC on-site visits are conducted in three days by an OCTE TRAC on-site team consisting of six to eight members.

The following activities need to occur early in the planning stage so that participants have ample time to accommodate the activities within their schedules:

- Notify appropriate regional/local staff members and postsecondary partners who need to participate
- Determine the time and location of the overview and include in the prepared agenda
- Submit CIP documentation to OCTE TRAC On-Site Coordinator thirty days prior to visit

The Region TRAC Coordinator should confer with the OCTE TRAC On-Site Coordinator before finalizing the interview schedule.

Agenda

At least three (3) weeks prior to visit, submit a draft of the final agenda to the OCTE TRAC On-Site Coordinator for approval. See Appendix G for a sample agenda. Appendix H contains a chart of room/space requirements and should be used when planning the agenda. This agenda does not apply to the CIP reviews.

The following components are to be included in the agenda:

- Region number and name
- TRAC on-site visit date(s)
- Agency name, address, and phone number where the majority of the TRAC on-site visit activities will occur (i.e. documentation review, interviews, etc.)
- Time, location, and room number for:
 - Overview – please schedule the overview to begin by 9:00 a.m.
 - Document review
 - Lunch break for OCTE staff (can be same as document review room)
 - Individual and group interviews (permanent rooms). Please include all interviewee's names and position titles
 - OCTE team review (can be same as document review room)
 - Wrap-up

Individual and Group Interviews

The Region TRAC Coordinator selects and schedules formal interviews with the following personnel, develops the interview schedule, and reserves meeting rooms. Each CEPD is expected to be represented in all interviews:

- Tech Prep Coordinator (postsecondary)
- CTE Directors
- Area Center Administrator(s)
- Sending School Counselor(s), Special Populations Coordinator(s), and Work-Based Learning Coordinator(s)
- CEPD Administrator(s)
- CI Coordinator(s) for Perkins and Tech Prep
- Business/Financial Officer(s) from CTE Perkins, Tech Prep, and Pre-Selected Added Cost Fiscal Agencies
- CTEIS Data Input and Follow-up Survey Staff

A list of the interview questions that will be asked during the on-site can be found in Appendix I.

CIP Review Documents

The following CIP review documents must be sent to the OCTE TRAC On-Site Coordinator 30 calendar days prior to the on-site visit. This maximizes time for communication and technical assistance during the CIP on-site visit:

- Updated CIP Self-Review Forms, including evidences (based on previous school year (2007/2008))
- Previous year class list (2007/2008)
- Current class list (2008/2009)
- Master class schedule (time of class) for 2007/2008 **and** 2008/2009
- Teacher schedules with starting and ending times, including plan hour time 2007/2008 **and** 2008/2009
- On-site information such as: program location in building, parking location at building, appropriate entrance, site contact person name
- District maps to buildings with landmarks
- Location of interview room (one (1) per visiting OCTE program consultant)
- Current teacher's name (full legal name) and contact information

Less Than Class Size/Capstone Documents (if applicable)

Evidence for desk audit review on these checklist items (L01-L08) must be sent to the OCTE TRAC On-Site Coordinator 30 calendar days prior to the on-site visit.

Invitations

OCTE encourages Region TRAC Coordinators to include Superintendents, CTE Directors, and other staff members who may be interested in or benefit from the knowledge gained during the TRAC review.

Building Staff Notification of TRAC Visit

At least two weeks prior to the scheduled date, it is important to notify all relevant staff that an on-site visit (including selected CIP reviews) will be conducted (see Appendix J). It has been found to be helpful to send building staff a separate letter that advises them of the OCTE TRAC on-site visit, alerts them that OCTE staff will be in the building that day and that some building staff will be participating in the on-site visit. It is recommended that the visit be highlighted at a building staff meeting to accommodate questions and concerns. See Appendix K for a sample agenda.

TRAC On-Site Training

At least one training session is conducted annually for representatives of regional and local educational agencies selected for the region on-site visit. This training is designed to review, explain, and clarify the TRAC procedures and guidelines for monitoring compliance. OCTE sponsors a TRAC training workshop at least six weeks before the TRAC on-site visits begin. Some of the topics covered and items reviewed at the training include:

- Details of the visit process
- Goals and objectives of the training
- Document preparation
- Clarification of areas of concern
- Document/evidence organization strategies
- Region's responsibilities
- TRAC compliance plan

The Region TRAC Coordinator identifies a team of individuals to attend the TRAC on-site training preparation workshop. Details concerning participation in the training are included with the TRAC notification letter sent to the Region TRAC Coordinator for each region. CI and CTE representatives from each of the funded initiatives and programs must attend this training (i.e., CTE Perkins, Tech Prep, and State Aid Added Cost).

The training provides participants the opportunity to receive information and to converse with OCTE staff about the various aspects of the upcoming TRAC on-site visit. Informational materials outlining the details of the visit and the TRAC process are provided to each region.

On-Site Visit Events Overview Meeting

The Region TRAC Coordinator determines the location of the overview meeting, (e.g. region administrative office, ISD, etc.) and the region's participants for the meeting. The TRAC visit overview is conducted during normal working hours and should be approximately one-half hour to one hour in length.

The Region TRAC Coordinator, or designee, begins and co-conducts the meeting with the OCTE TRAC On-Site Visit Team Leader.

The Region TRAC Coordinator:

- Introduces all regional, local, and postsecondary partners present
- Provides a brief overview of regional activities

The OCTE TRAC On-Site Visit Team Leader:

- Introduces the OCTE TRAC On-Site Visit Team members
- Explains the philosophy and intent of the review process
- Provides background information concerning the authority and components and procedures of the TRAC process
- Provides an overview of on-site activities

Overview Attendees

OCTE recommends that no more than twenty (20) region/CEPD representatives of various components covered by the TRAC process attend this meeting. Previous on-site visit participants found the inclusion of representative district superintendent(s) with CTE programs to be

beneficial. The grant, finance, and data review members of the OCTE TRAC On-Site Visit Team and Team Leader attend this meeting. CIP Consultants DO NOT attend this meeting.

Documentation Review

During the documentation review, OCTE TRAC on-site visit team examines compiled evidences and compares them with the previously approved grant applications/reports and other appropriate documentation or data.

CIP Review Activities

During the TRAC on-site visit, OCTE program consultants visit pre-selected CTE CIP classes and:

- Observe CTE classrooms
- Review documents with teachers in a separate, private room
- Review program facility and equipment
- Meet with local administrator(s) for report out

Facility Observations

All buildings and centers, especially those operating CTE classes, are to be available to the TRAC On-Site Visit Team for site observations.

Wrap-Up

Before the wrap-up, the OCTE On-Site Team will meet to review the visit findings and prepare for the wrap-up.

The wrap-up is the final activity of the TRAC on-site visit. It is designed to provide the following:

- OCTE staff provide an initial summary of the on-site and some generalized findings
- Timelines for the written report of findings
- Appeals process
- An opportunity for region participants to evaluate the TRAC on-site review process

Wrap-Up Attendees

The Region TRAC Coordinator identifies and invites the regional/local representatives to attend this meeting. OCTE recommends that those who attended the overview be present for the wrap-up, as well as other staff members interested in the general findings of the TRAC On-Site Visit Team. The maximum number of attendees should not exceed 20 participants. **Note taking is encouraged during the wrap-up report.**

Responsibilities: CEPD Administrator

For a successful TRAC experience, OCTE staff recommends that the CEPD Administrator conduct a meeting with all building administrators and staff who will be visited during the TRAC on-site review.

To facilitate the notification and submission of information and evidence, it is essential that program teachers receive the information about the upcoming on-site visit as soon as possible so they can prepare. Building administrators need to be able to provide access to the programs and

the teachers and/or any other information that the OCTE program consultant will need during the CIP on-site visit. A substitute teacher should be available for each CIP being reviewed. The CIP Self-Review must be completed or updated within 60 days of the visit by all teachers for the CIPs selected by OCTE staff for a CIP on-site visit.

Checklist for CEPD Administrator

COMPLETED	ACTIVITY
<input type="checkbox"/>	CIP teacher(s) are notified.
<input type="checkbox"/>	Meeting scheduled to discuss the TRAC process with building administrator(s) and staff.
<input type="checkbox"/>	Work with CIP teacher(s) to collect information for the CIP notebook. (Teachers should understand what is submitted and be part of the evidence collection process.)
<input type="checkbox"/>	CIP documents to be sent to OCTE are reviewed with the teacher(s).
<input type="checkbox"/>	Documents for selected CIP are submitted to OCTE TRAC On-Site Visit Coordinator. (Submit thirty calendar days prior to on-site visit.)
<input type="checkbox"/>	Plan for on-site visit and information.

No less than 30 calendar days prior to the program on-site visits, mail documents to:

Michigan Department of Education
Office of Career and Technical Education
TRAC On-Site Visit Coordinator
P.O Box 30712
Lansing, MI 48909

On-Site Document Organization
(Data, Finance, Grants, Teacher Certification)

The following materials, documents, and records are to be gathered, organized, and available for review in the room designated for use as the "Documents Room."

Documentation reviews are conducted for four areas:

- Career Initiative (CI) Grants – (CTE Perkins, Tech Prep)
- Financial (Added Cost, CTE Perkins, Tech Prep)
- Data, Evaluation, and Accountability
- Teacher Certification (when requested)

TRAC on-site checklists have been developed and assist in the understanding, identification, and compilation of supportive evidence/documentation for each critical element being reviewed during the TRAC visit (see Appendix L).

Organizing Information for the OCTE TRAC On-Site Team

1. Each review item is to have a labeled folder with the review item number. It is helpful to attach a copy of the corresponding on-site checklists to the folder.
2. Label (highlight and flag) each piece of evidence with the item that it supports.

3. Place all evidence supportive of a review item in the review item's respective folder(s).
4. Organize the folders in the order of the on-site checklists review item codes:

Examples:

Review Item G01

Label 1st folder – G01. **Label each piece of evidence/document** with the review item that it addresses (G01). Place all evidence supportive of this item in this folder.

Review Item G02

Label 2nd folder – G02. **Label each piece of evidence/document** with the review item that it addresses (G02). Place all evidence supportive of this item in this folder.

If one piece of evidence is being offered as supportive documentation for more than one item, please do the following:

For large documents, place a sheet in each applicable folder that lists the review item folder in which the original can be found. For small documents (1-10 pages), make a copy for each review item folder. If a manual or other large document is provided as evidence, mark (highlight, underline, flag) the page/or pages and paragraph that show evidence.

TRAC Post-Visit Process

Final Report and Findings

OCTE will prepare a final On-Site Review Report which will be sent to the region within 45 days after completion of the on-site visit (see Appendix M).

The On-Site Review Report covers the data/evaluation, financial, grant, less than class size, and CIP review results and includes the following for each of the criteria which were reviewed:

- **Finding(s):** A statement of fact describing what was observed:

In Compliance/No Action Required – Evidence was provided that indicated the region met the requirements or criteria.

Not in Compliance/Action Required – Insufficient or no evidence was provided to indicate the region met the requirements or criteria.

Not Applicable – The criteria listed does not apply to the specific grant criteria reviewed.

- **Action Required:** A statement that denotes the actions needed to be taken by the district so that the CTE program comes into compliance and meets the requirements set forth in the criteria. Each "Not in Compliance" finding will have an Action Required that must be address within the compliance plan.
- **Comment(s):** General comments, observations, or considerations provided by the OCTE on-site staff. This is provided for informational purposes only. A district is not required to develop a Compliance Plan item on statements made under "Comment(s)".

- **Commendations:** Based upon the observation of the OCTE on-site visit team, this item is an exemplary practice that OCTE wishes to acknowledge and share with other programs.

The CIP on-site review results will include the program building, school program name, CIP code, and PSN for each of the review items.

Appeals Process

Michigan school districts, and other clients of the Michigan Department of Education (MDE), shall have access to review procedures in regard to decisions and actions taken on monitoring visits and the enforcement of reporting requirements. Appendix N contains the Appeals Process.

Compliance Plans

OCTE will conduct a workshop to explain the compliance plan process and timelines. A sample compliance plan is shown in Appendix O. Compliance plans are due 60 days after the workshop.

Upon review of the compliance plans, OCTE will advise the region concerning the status. If there is missing or unapprovable evidence, an email will be sent to the Region TRAC Coordinator indicating missing items and the date the information was due to OCTE. A follow-up letter, sent via certified mail, will be sent and evidence will be due 10 days after the date of that letter.

If the evidence is not received for CIP program review items, the program will be unapproved. A recapture of funds may also occur. A letter will be sent via certified mail to the fiscal agency superintendent. If the missing/unapproved evidence for data, finance, grant, and less than class size reviews is not received, a negative adjustment or recapture of funds may result.

Upon acceptance of the compliance plan and evidence, OCTE will send a letter to the Region TRAC Coordinator indicating approval and that the TRAC monitoring requirements are complete.

Sample letters are included as Appendix P.

Appendices

CTE Legislative Mandates

Federal Carl D. Perkins Title I (Secondary)

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) provides federal funding to programs to support and improve career and technical education.

The Act focuses on strengthening academics and CTE skills through high standards and curriculum integration. It also broadens professional development and technical assistance opportunities for CTE administrators and supports linking secondary and postsecondary CTE programs. Although there is flexibility for the use of funds at the local and regional level, there is a focus on accountability for all CTE students, including measures for all of the categories of special populations. While the legislation no longer provides set-aside funds for single parent and gender equity programs and services, it is anticipated that these programs and services will continue to be supported at the regional and local level through funding for special populations.

Federal Carl D. Perkins, Title II Tech Prep

Tech Prep education provides technical preparation to students in grades 11-14, each having an education development plan that combines two years of secondary and two to four years of postsecondary education in a sequential program of study carried out under a written program articulation agreement. The aligned curriculum provides for a sequence of curriculum competencies, courses, and outcomes that include two years at the secondary level (grades 11 and 12), and two to four years at the postsecondary level culminating in a two-year certificate, associate degree, baccalaureate degree, or two-year registered apprenticeship. The curricula must be reviewed, updated, and agreed upon by consortium/regional partners on an annual basis.

State Aid 61a (1) Added Cost

Added Cost funds are appropriated annually by the state legislature as part of the School Aid Act. These funds are intended to reimburse districts for the extra cost of providing CTE programs.

Noncompliance Provisions

A. Noncompliance Conditions

For the purposes of the administration of state and federal funds, the following situations are incidences for which a school district may be found to be out of compliance with legislative regulations. All of these issues have a basis in the federal regulations for Perkins or the School Aid legislation:

- Incomplete, insufficient, or late application materials
- On-site monitoring (TRAC) finds the district or career center out of compliance with the established guidelines
- Insufficient or no progress made toward Core Performance Indicator (CPI) levels
- Incomplete, insufficient, or late follow-up, enrollment, and other data reports
- A budget that is not approved prior to the expenditure of funds
- Incomplete, insufficient, or late narrative or financial reports
- Non-submission of the annual Single Audit Act reports
- Inappropriate use of funding

- Non-submission of individual student enrollment data for all state approved CTE programs
- Failure to provide the Michigan Department of Education with the necessary information to reasonably carry out its function under the Act

In circumstances where noncompliance has been established, state and/or federal funds may be withheld from an institution until the school district reaches compliance or funds may be recaptured from the recipient or result in a negative adjustment in state aid added cost.

B. Provisions for Withholding Recipient Funds

It is not the intent of OCTE to be punitive when issues of noncompliance are found. However, Perkins legislation is clear that OCTE must be provided with the information necessary to reasonably carry out its functions under the Act. In the event that a participating educational agency is delinquent in submitting required data to the fiscal agency, a specific request and deadline for the report, or other required data, shall be delivered in writing to the participating educational agency by the fiscal agency. If the participating educational agency is requested to return Perkins funds received for the fiscal year, they will be prohibited from receiving any such funds in the subsequent fiscal year.

Procedures for the withholding of funds for noncompliance must follow due process:

- When a noncompliance finding is identified, a telephone contact, followed by a letter from OCTE, will be sent to the superintendent and the CTE administrator
- Within 30 calendar days of the date of the letter, the superintendent or designee is expected to review the findings and respond to OCTE
- Within 30 calendar days of the date of the response letter, OCTE will contact the superintendent or designee to discuss the finding, procedures, and timelines for corrective action and/or other appropriate response

TRAC Timeline

1. Region Selection
2. Grant Activity, Fiscal Agent, and CIP Program Selections
3. On-Site Visit Notification
4. On-Site Visit Preparation Training Workshop
5. Submission of Documents Prior to Visit
 - a. CIP Program Self-Review Information/Notebook
 - b. Agenda For Visit
6. State Desk Audit
7. On-Site Visit Conducted
 - a. Overview Meeting
 - b. Document Review
 - c. CIP Review Activities
 - d. Facility Observations
 - e. Wrap Up
8. State Report Findings – 45 days after completed visit
 - a. Not In Compliance/Action Required
 - i. Priority I – 60 days
 - ii. Priority II – 1 year
 - b. Commendations Exemplary/Best Practices
 - c. Comments Technical Assistance/Observations
9. Appeals Process
10. Compliance Plan Workshop
11. Compliance Plan – Due 60 days after compliance plan workshop
12. Compliance Plan Approval
13. Evidences of Compliance Plan Activity Completion Submitted
14. Evidence Approved and Final Letter Sent

TRAC ACRONYMS

ADA	Americans with Disabilities Act
BAT	Bureau of Apprenticeship and Training
BMMT	Business Management, Marketing, and Technology
BPA	Business Professionals of America
CEPD	Career Education Planning District
CEPI	Center for Educational Performance and Information
CI	Career Initiatives
CIP	Classification of Instructional Programs
CMS	Cash Management System
CN	Course Number
CPI	Core Performance Indicators
CTE GPA	Career and Technical Education Grade Point Average
CTE	Career and Technical Education
CTEIS	Career Technical Education Information System
CTSO	Career and Technical Student Organization
DSB	Disability
DVS	Disadvantaged
EAG	Education Advisory Committee
EDP	Educational Development Plan
ELL/LEP	English Language Learner/Limited English Proficiency
EMIT	Engineering, Manufacturing and Industrial Technology
EOY	End of Year
FCCLA	Family Career and Community Leaders of America
FCS	Family and Consumer Science
FFA	Future Farmers of America
HOSA	Health Occupations Students of America
IDEA	Individuals with Disabilities Education Act
ISD	Intermediate School District
LEA	Local Education Agency
LRP	Long Range Plan
LTCS	Less-Than-Class-Size
MDE	Michigan Department of Education
MEGS	Michigan Electronic Grants System
MIOSHA	Michigan Occupational and Health Administration
MME	Michigan Marketing Education
NATEF	National Automotive Technician Education Foundation
NON TRAD	Non-Traditional
OCTE	Office of Career and Technical Education
OMB	Office of Management and Budget
P IV	Perkins IV (Carl D. Perkins Career and Technical Education Act)
POS	Program Of Studies
PSN	Program Serial Number
SPOPS	Special Populations (Special Pops)
SRSD	Single Record Student Database
STRA	School-to-Registered Apprenticeship
TP	Technical Preparation (Tech Prep)
TRAC	Technical Review, Assistance and Compliance
WBL	Work Based Learning
WDB	Workforce Development Board

Five-Year TRAC On-Site Visit Schedule

Year:	Region:	CTE Perkins/Tech Prep Fiscal Agencies:
2008-09	Region 4	Alpena Public Schools
	Region 11	Sanilac ISD/Huron ISD
	Region 16	Macomb ISD
	Region 20	Kalamazoo RESA/St. Joseph ISD
	Region 24	Detroit City School District
2009-2010	Region 7	Mecosta-Osceola ISD/Ferris State University
	Region 19	Lewis Cass ISD/Berrien ISD
	Region 22	Hillsdale ISD
	Region 23	Washtenaw ISD
	Region 25	Wayne RESA/Monroe County ISD
2010-2011	Region 3	Eastern Upper Peninsula ISD
	Region 8	Bay-Arenac ISD/Delta College
	Region 14	Clinton County RESA/Lansing Community College
	Region 17	Livingston ESA
	Region 21	Calhoun ISD
2011-2012	Region 1	Gogebic-Ontonagon ISD
	Region 2	Delta-Schoolcraft ISD/Marquette-Alger RESA
	Region 9	Muskegon Area ISD
	Region 10	Montcalm Area ISD
	Region 15	Genesee ISD
2012-2013	Region 5	Wexford-Missaukee ISD/Traverse Bay Area ISD
	Region 6	Clare-Gladwin RESD/COOR ISD
	Region 12	Ottawa Area ISD
	Region 13	Kent ISD/Grand Rapids Community College
	Region 18	Oakland Schools



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

~ Sample ~

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

DATE:

TO: Regional CI Coordinator

SUBJECT: Technical Review, Assistance, and Compliance (TRAC) On-Site Visit Notification

This letter is to inform you that your region has been selected for a review of the policies, procedures, programs, and services provided to Career and Technical Education (CTE) students during the previous academic year. The Office of Career and Technical Education (OCTE) is required to monitor compliance with state and federal law and policy for: Carl D. Perkins, Title I (Secondary CTE), Carl D. Perkins, Title II (Tech Prep), and Section 61a(1) of the State School Aid Act (Added Cost). This on-site visit also provides our office with the opportunity to identify exemplary practices and provide technical assistance. Your OCTE On-Site Review Team Leader has contacted you to confirm that visitation will occur on [date of Region TRAC visit inserted here].

A training Webinar to explain the monitoring process is scheduled for [date for training inserted here] from **9:00 a.m. to 12:00 p.m.** The training will be held by Webinar only. We suggest that you secure a conference room with internet and phone access, where you can view and listen to the Webinar along with your region representatives.

Webinar participation is crucial to understanding the requirements and preparation needed for a smooth visit. All essential documentation will be provided via e-mail prior to the Webinar. We request that you designate/nominate one person from your region as the primary contact for the TRAC visit arrangements and to coordinate region staff attendance/participation at the Webinar. You should have the following representation at the Webinar:

- CI Coordinator
- CEPD Administrator(s)
- Representative from business office for each grant (Added Cost – CTE – Tech Prep)
- Secondary/Postsecondary Tech Prep Coordinator(s)
- Data Collection Personnel from each CEPD
- Coordinator(s) of on-site document preparation

We look forward to working together with you to ensure quality CTE programs for all students. If you have any questions about preparing for the visit, please contact Cynthia McFall at (517) 335-3149 or send an e-mail to: mcfallc1@michigan.gov.

Please fax the enclosed registration form indicating names and titles/areas of responsibility of attendees. Our fax number is (517) 373-8776. Webinar dial-in/log-in instructions will be sent out on a date closer to the Webinar.

Sincerely,

Patty Cantú, Director
Office of Career and Technical Education

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Registration for
Technical Review, Assistance, and Compliance (TRAC)
Workshop

9:00 a.m. – 12:00 p.m.

Please list the name of the primary contact person designated/nominated for the region and other staff attending the workshop.

Region Name and Number: _____

Name and Title of Primary Contact: _____

Work address: _____

_____ Area Code w/Telephone and _____ Fax Number

E-Mail Address: _____

Name	Title/Area of Responsibility	Telephone	E-Mail Address
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			

The above individuals will be registered for the TRAC Workshop from 9:00 a.m. to 12:00 p.m.
on _____.
(Date)

Individuals with disabilities or needing accommodations may call (517) 373-3373 to request mobility, visual, dietary, or other assistance.

Fax to: **Cynthia McFall at (517) 373-8776**

It is the policy of the Office of Career and Technical Education that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status, or disability shall be subjected to discrimination in any program, service or activity for which it is responsible, or for which it receives financial assistance from the U. S. Department of Education. For further information, contact the Civil Rights Coordinator, Office of Career and Technical Education, P.O. Box 30712, Lansing, MI 48909. Telephone: (517) 373-3373.

CIP Program Criteria

Review Item	Priority	CIP Program Criteria
C01	1	Program Staff: Teacher is appropriately certificated
C02	2	Professional Development
C03	2	Additional Program Staff: Paraprofessional/Aide
C04	2	Paraprofessional Professional Development
C05	2	Successful Completer Information
C06	2	Advisory Committee
C07	1	Expenditure of Funds: within allowable categories
C08	2	Facilities
C09	2	Classroom Safety
C10	2	Implementation of Standards/Course Content (Priority 1 for FCS ONLY)
C11	1	Course Instructional Time
C12	2	Recommended Equipment
C13	2	Strategies to Eliminate Barriers to Program Access
C14	2	Work-Based Learning
C15	1	Data Accuracy Verification
C16	2	Postsecondary-Secondary Alignment/Linkages
C17	N/A	Unique Program Features
C18	N/A	Technical Assistance

State Criteria/Process for Continued Approval

Description of data gathered at the state level (over a three year period):

- The approved CTE program has shown improvement in CTE student achievement by program area
- The approved CTE program is serving all populations in proportion to agency enrollments
- The approved CTE program has met core performance indicator levels for placement of completers
- The approved CTE program has not exceeded acceptable class size based on enrollment records
- The approved CTE program is viable as evidenced by three years of stable or increasing enrollments
- The approved CTE program has conducted a program self review at least once in the past five-year period

Priority Finding Requirements

For Priority I and Priority II, if the deficiency is not corrected within the designated timeframe, programs will lose state CTE program approval status. The loss of approved status will end access to state and federal funds administered by the Office of Career and Technical Education. This may result in recapture of current year funding.

Priority I – Major Deficiency

After receipt of the On-Site Review Report, the region will attend a Compliance Plan Workshop and their Compliance Plan will be due 60 days after the Compliance Plan Workshop.

Correction/implementation is required no later than 60 days post Compliance Plan approval. Region must send a copy of evidence to OCTE and maintain the original on file.

Priority II – Deficiency

After receipt of the On-Site Review Report, the region will attend a Compliance Plan Workshop and their Compliance Plan will be due 60 days after the Compliance Plan Workshop.

Correction/implementation is required no later than one year from the date OCTE approval of the compliance plan.

Appealing Action Required Findings

Monitoring report “Action Required” findings may be appealed with written notification to the OCTE Director within 14 days of receipt of the On-Site Review Report. Appeals should be on the basis that the finding was incorrect and evidences will be required. See Appendix N, “Appeals Process” for specifics.

Previous On-Site Monitoring Review

Evidences relating to previous on-site visit findings may be reviewed. See Appendix L checklists, item numbers D09, F07, G12, and P01.

~ Sample ~
TRAC On-Site Visit Agenda

Date
Region # and Name
Educational Agency Name
Address
City, State Zip
Telephone

Submit to OCTE three weeks before visit date. Use with room/space requirements chart.

DAY 1 - 4

CIP Reviews (Program consultants conduct reviews at local building sites)

DAY 2 or 3

TRAC On-site Visit of Data and Evaluation, Finance, and Grants

8:00-8:30 a.m. OCTE Document Review Team Arrives
9:00 a.m. Overview (program consultants do not attend overview)

Please include names and titles of those attending the Overview

9:30 a.m.-12:00 p.m. Data, Finance, Grant, Less Than Class Size document review begins
12:00 p.m. Working Lunch, OCTE TRAC Team
1:00 p.m. TRAC Team Document review meeting with Region TRAC On-Site Coordinator and CEPD Administrators. Discussion of additional document or interview needs for the review. (If needed)
3:00 p.m. OCTE TRAC On-Site Visit Team meets to identify needs for Day 3 or 4

DAY 3 or 4

8:00-8:30 a.m. OCTE Document Review Team Arrives with Program Consultants
8:30 a.m. Document Review continues (Program Consultants finish paperwork)
9:00 a.m. Interviews begin (interview schedule below)

Interview Schedule (need three separate, private rooms for these interviews)		
Room 1 – GRANT	Room 2 – FINANCE	Room 3 – DATA
9:00 a.m. Group Interview Grant CI Coordinator(s) Grant CTE Administrator(s) Grant Tech Prep Coordinator(s)	9:00 a.m. Business/Finance Contact-CTE Perkins	9:00 a.m. CTEIS Input Staff
	9:30 a.m. Business/Finance Contact-Tech Prep	9:30 a.m. Follow-Up Survey Staff
	10:00 a.m. Business/Finance Contact(s)-Added Cost for selected fiscal agencies	10:00 a.m. CTE Administrator(s)
10:00 a.m. Group Interview Counselors and Work-Based Learning Placement personnel	10:30 a.m. CI Coordinator, CTE Administrator, Tech Prep Coordinator	
11:30 a.m.	OCTE Team Working Lunch (document review room)	
12:15 p.m.	(IF NEEDED) <i>Group session with</i> CEPD Administrators and OCTE TRAC On-Site Team Leader (Need private room to accommodate up to 10 people)	
1:00 p.m.	OCTE Team Caucus in document review room	
2:00 p.m.	Wrap Up (<i>Please include names and titles of those attending wrap up</i>)	

Room/Space Requirements Chart
(use with Appendix G Sample Agenda)

Activity	Room Needs	Other Specific Requirements
CIP Review Visit	Small private conference room for reviewing materials, teacher interviews, and student interviews (need one room per consultant at each school)	<ul style="list-style-type: none"> Teachers and students are available for brief interviews Substitute for teacher during interview Possible need for transportation to classroom sites Private secure place for consultant review Access to internet (if possible)
OCTE Team document review and meeting room	Room that seats 12 people and contains all region documents to be reviewed (Data, Finance, Grants, Less Than Class Size, Teacher Certification)	<ul style="list-style-type: none"> Private, quiet area without interruptions that can be secured and in use for two consecutive days. Large table with access to power sources for laptops Very good lighting Accessibility to copier Available phone and internet access (wireless OK) <p>All documents: Highlighted or flagged, boxed and organized in order of TRAC review items listed on preparation sheets.</p>
Three Private Interview Rooms (See Day Three Agenda)	Space for individual or small group interviews	<ul style="list-style-type: none"> Private, quiet area without interruptions Table and seating for all participants
Overview and Wrap Up	Room that seats at least 30 people	<ul style="list-style-type: none"> Preferred room arrangement is the “round table” or “square” setting. Private, quiet area without interruptions At least one writing surface Adequate lighting

Interview Questions

The following are the interview questions that will be asked during the on-site visit. Forms will be provided in advance and may be completed in writing prior to the interviews.

Career and Technical Education CIP On-Site Visit Program Consultant Interview Questions – CTE Instructor

1. Implementation of Standards/Course Content
What is taught in your course/program?
2. Professional Development
What professional development related to your content area have you participated in the last two years?
3. Recommended Equipment
Do you have what you need to deliver a quality program?
4. Established Advisory Committee
Describe your advisory committee and their activities.
5. Completer Policy – (not applicable to FCS)
What is your grading system and what is the average student GPA for your class?
6. Expenditure of Funds
How do you use state/federal funding for your program?
7. Curriculum Michigan Curriculum Frameworks
What are you doing to assure academic achievement for your students?
8. Program Level Data – (not applicable FCS)
Do you know what Core Performance Indicators are?
9. Program Access
What do you do to encourage enrolment and completion for students who are of the opposite gender to most of your students (non-traditional)?
10. Career and Technical Student Organization Participation
Tell me about your involvement with CTSOs.
11. Work-Based Learning – (not applicable to FCS)
How are work-based learning experiences incorporated into your program?
12. Successful Completer Information – (not applicable to FCS)
How does your district track your completers (what are they doing after graduation)?
13. Postsecondary – Secondary Alignment/Linkages – (not applicable to FCS)
Have you worked on an articulation agreement with a postsecondary institution for this program?

14. Unique Program Features

What would you like us to know about this program?

15. Content Specific Question

Content specific question designed by consultant staff for their specialty area.

Career and Technical Education CIP On-Site Visit Program Consultant Interview Questions – Student

These questions may be shared with students prior to on-site visit as deemed appropriate.

1. Implementation of Standards/Course Content

Can you describe what you do/learn in this class?

2. Strategies to Eliminate Barriers to Program Access

How did you find out about this program?

3. Work-Based Learning – (option for FCS)

What work-based learning experiences have you participated in?

4. Career and Technical Student Organization Participation

Are you aware of or have you participated in a CTSO?

5. Postsecondary – Secondary Alignment/Linkages – (optional for FCS)

Are you aware of any college credit available if you complete this program and go to a local college?

6. Unique Program Features:

What do you especially like about this program?

What are your career goals?

If you could change something about the program, what would it be?

Has the (math, science, English, social studies) from this program helped you with your general studies?

Data Interview Questions – CTEIS Input Staff

1. Do you import student data from student management system(s)? (D01)

2. Who is your SRSD Coordinator? Do you exchange information regarding students? (D02)

3. Have you used the OCTE CTEIS Data Code Manual? Was it helpful? Recommendations? (D02, D05)

4. Do you know who your CEPD CTEIS User Group representative is? (D02, D05)

5. What is your process for collecting course section information? (D02, D05) What is your process for collecting student enrollment information including student enrollment in subsections, if applicable? (D05)

6. How do you insure that all student information is secure? (FERPA) (D08)
7. How do you obtain current phone numbers for follow-up purposes (D01)?
8. How do you obtain information on displaced homemakers and single parents, including single pregnant women? Who is responsible for identifying these students? How is this information shared with CTEIS data entry staff? (D02a)
9. How do you verify the special populations information in SDS/SRSD and what procedure does your district follow to correct the special populations information in the SDS/SRSD if the information for a student attending one of your programs is incorrect in SDS/SRSD? (includes SRSD/SDS fields: 31-supplemental nutrition, field 29-special education-LEP-Section 504-Migrant, field 45-special ed exit date, field 79-LEP exit date, field 81-LEP re-entry date). (D02a)
10. What is the process for you to verify exit status in SRSD/SDS and what is your district's procedure if a student's district exit status/high school graduation status is determined to be incorrect in SDS? (D01)
11. What is your district's procedure if core student data, UIC, gender, DOB, first name, last name, is determined to be incorrect in CTEIS or in the UIC Master? (D01)
12. How do you obtain information on minutes per week and number of weeks for each course section? (D05)
13. What is your district's procedure for identifying students who exit a course section prior to the end of the term? How do you get this information? What is your district's procedure for reporting course section enter and exit dates in CTEIS? (D05)

Data Interview Questions – Follow-Up

CTE Perkins/Tech Prep

1. How do you keep the follow up information secure? (D08)
2. How do you maintain confidentiality for CTE follow-up survey responses? (D08)
3. What kind of training do interviewers receive? (D01)
4. Do you have a copy of the CTE follow-up Interview Protocol Manual? (D01)
5. How many times do interviewers attempt to reach students for follow-up? (D01)
6. How do you obtain current phone numbers for follow-up purposes? (D01)
7. Do instructors share information about follow-up with students? (D01, D08)
8. How is information (particularly related placement) from the CTE follow-up survey disseminated/used for program improvement? (D06)

Data Interview Questions – CTE Administrator

1. How do you insure that all student information is secure? (D08)

2. What is the process for providing information to the CTEIS user regarding student enrollment in subsections? (D02b)
3. What is the process for providing information to CTEIS data entry staff regarding segments in each course section? (D02b)
4. What is the process for checking SRSD fields for accuracy? (D02a)
5. How do you maintain confidentiality for CTE Follow-up survey responses? (D08)
6. What kind of training do interviewers receive? (D01, D08)
7. Do you have a copy of the CTE follow-up Interview Protocol Manual? (D01)
8. How many times do interviewers attempt to reach students for follow-up? (D01)
9. How do you obtain current phone numbers for Follow-up purposes? (D01)
10. Do instructors share information about follow-up with students? (D01, D08)
11. How do you review CPI performance levels with CTE administrators, instructors, counselors, and SPOPS coordinators? (D03)
12. How do you ensure that all eligible concentrators take the technical skill assessments? (D01)
13. Describe your process for conducting technical skill assessments including use of site coordinator(s) and proctor(s) (D01)
14. What is your district's procedure for reporting which students took the state skill assessment and accurately reporting the student scores? (D01) (may not be applicable unless there is a state assessment that requires districts to report scores through CTEIS)
15. Describe your process for ensuring that all Tech Prep programs are reported on the Program Status page in MEGS (D04)
16. What process does your region use to identify Tech Prep students for your postsecondary Tech Prep partners for reporting purposes? (D04)
17. What process does your region use to identify and accurately report secondary Tech Prep students who: 1) enroll in postsecondary education, 2) enroll in the same field or major, 3) complete a state or industry-recognized certification or licensure? (D04)
18. What process does your region use to identify and accurately report secondary Tech Prep students who complete courses that award postsecondary credit at the secondary level? (D04)
19. What process does your region use to identify and accurately report Tech Prep students who enroll in remedial math, writing, or reading courses in postsecondary education? (D04)
20. What process does your region use to identify, track and accurately report postsecondary Tech Prep students who:
 - a. are placed in a related field of employment after graduation
 - b. complete a state or industry recognized certification or licensure
 - c. complete a two year degree or baccalaureate degree

Finance Interview Questions – Business or Financial Officials

NOTE: Fiscal agencies may draft responses to these questions and bring to interview.

CTE Perkins and Tech Prep Fiscal Agencies

Supplement, Not Supplant (F01)

1. Did the district experience a decrease in local funding for CTE programs in the past year?
☐ Yes. Describe how the decrease impacted CTE programs (e.g. staff changes, closed programs).
☐ No
2. Did the district change how any CTE personnel were funded from last year?
☐ Yes. Who were they and how did the funding change?
☐ No

Procurement (F02)

1. Describe your district's purchasing policies and procedures from requisition to delivery.
2. How do you make sure that you don't contract with an ineligible vendor?

Expenditure Monitoring (F03)

1. How does your region develop the federal grant budgets? How do you determine which local districts will get reimbursed? How do you determine which personnel will be paid with Perkins or Tech Prep funds?
2. How do you reconcile the federal grant expenditures against the regional budget? How often is it done?
3. What is your process for making grant reimbursements to districts in your region? How do you monitor them? How often?
4. How do you determine when to request CTE Perkins or Tech Prep funds from the Department's Cash Management System (CMS)?

Timekeeping (F04)

1. How are grant-funded personnel notified about the federal timekeeping requirements?
2. Who reconciles the budgeted payroll to the actual payroll for full or partial federally funded personnel?

Inventory Management (F05)

1. If the region used federal funds to purchase equipment (defined as having a useful life of more than one year and costing \$5,000 or more), what process is used to make sure the item is properly tagged and entered on the equipment inventory?

2. Are you aware that the federal government is shifting the focus away from this \$5,000 threshold?

Information Only: *The focus now is on the obligation of the grantee, as an internal control requirement, to safeguard all property purchased with federal funds and assure that it is used solely for authorized purposes. This means that all items, no matter the monetary value, purchased with federal funds having a useful life of one year or more must be included in the grantees' inventory management system. This includes equipment, computers, printers, desks, cell phones, etc. With this change in focus, OCTE recommends that grantees begin to include all such items in their property management system.*

Added Cost Districts

Use of Funds and Local Support (F06)

1. Do you have written procedures to determine how Added Cost dollars will be spent? If so, please summarize the process.
2. How do you plan during the year to ensure that 90% of added cost funds are going to program improvement and that the local contribution requirement will be met at the end of the fiscal year? What funds are normally used to meet the local contribution requirement?

Finance Interview Questions – CI Coordinator, CTE Administrator, Tech Prep Coordinator

CTE Perkins and Tech Prep Fiscal Agencies

Supplement, Not Supplant (F01)

1. Did the district experience a decrease in local funding for CTE programs in the past year?
☐ Yes. Describe how the decrease impacted CTE programs (e.g. staff changes, closed programs).
☐ No
2. Did the district change how any CTE personnel were funded from last year?
☐ Yes. Who were they and how did the funding change?
☐ No

Expenditure Monitoring (F03)

1. How does your region develop the federal grant budgets? How do you determine which local districts will get reimbursed? How do you determine which personnel will be paid with Perkins or Tech Prep funds?
2. How do you reconcile the federal grant expenditures against the regional budget? How often is it done?
3. What is your process for making grant reimbursements to districts in your region? How do you monitor them? How often?

4. Who requests CTE Perkins or Tech Prep funds from the Department's Cash Management System (CMS)?

Timekeeping (F04)

1. How are grant-funded personnel notified about the federal timekeeping requirements?
2. Who reconciles the budgeted payroll to the actual payroll for full or partial federally funded personnel?

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Added Cost Districts

Use of Funds and Local Support (F06)

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2. How do you plan during the year to ensure that 90% of added cost funds are going to program improvement and that the local contribution requirement will be met at the end of the fiscal year? What funds are normally used to meet the local contribution requirement?

Grant Interview Questions – CI Coordinator, CTE Administrator, Tech Prep Coordinator

1. Joint Regional Planning, Regional Plan Development (G03 and G04)
Describe the regional leadership process used to determine student's needs and grant activities to be done each year.
2. Regional Plan Development (G01, G03, G04)
Describe how you establish priority for funding/activities in CTE and Tech Prep programs.
How do you balance the following:
 - Core Performance Indicator data?
 - State and Regional Workforce needs (WDB/EAG)?
 - High Skill, High Wage, and High Demand programs?

3. Regional Plan Development (G03, G04)
How do you involve employers in regional coordination/planning?
4. Required Contents of Tech Prep, Implementation of Tech Prep Programs (G07, G09)
How do you involve your postsecondary partners in planning and coordinating Tech Prep programs?
5. Documentation of Outcomes (G01, G02, G03, G04, G05, G06)
What process do you use for monitoring the grant activities submitted in the annual grant application?
6. State-Approved CTE CIP Self Review Program Improvement Plans (G01, G02)
Describe how you review, monitor, and implement all CIP Self-Review CTE state-approved program improvement plans.

Grant Interview Questions – Counselor(s) and Work-Based Learning Placement Personnel

1. Grants – Program Equity/Access (G02, G10)
How are all students, including those attending private/nonprofit schools, made aware of CTE program opportunities?
2. Program Equity (G02)
Under what circumstances or criteria are students advised to enroll in classes/pursue CTE?
3. Program Equity (G02)
What is the application and selection process for admission to CTE programs?
4. Program Equity (G02)
Are there any pre requisites for enrolling in CTE courses?
5. Services for Special Populations (G05)
What type of follow up is done if a student drops a CTE class? What reasons do they give for not completing?
6. Services for Special Populations and Program Equity (G02, G11)
What barriers do you encounter in placing students in CTE and how do you work to overcome those barriers?
7. Work-Based Learning (if applicable)
Describe the work based learning opportunities available to students in state-approved CTE programs (for example: apprenticeship, internships, capstone).
8. Work-Based Learning (if applicable)
How do you evaluate appropriate and safe worksites for these work based learning placements?
9. Work-Based Learning (if applicable)
Has an ISD audit been conducted of your work-based learning placements? Where there any findings?

Any additional questions as a result of document review?

Grant Interview Questions – Special Populations Coordinator

1. Students Receiving Services for Special Populations (G05)
How do you learn which students have been identified as not performing successfully on MME? What support services are available for these students?
2. Program Plan for Special Populations – Program Equity (G02, G05)
What types of support are available for student pursuing a nontraditional career area?
3. Program Equity (G02)
 - 3a. What is the application and selection process for enrolling in CTE courses in your district?
 - 3b. Are there any prerequisites for enrolling in CTE courses in your district? At the Career Center?
4. Students Receiving Special Populations Services (G05)
What type of follow up is done if a student drops a CTE class? What reasons do they give for not completing?
5. Special Pops – Program Equity (G02, G05)
What barriers do you encounter in placing students in CTE and how do you work to overcome those barriers?
6. Students Receiving Special Populations Services (G05)
How do you identify students needing remediation or support services? How do you follow up with these students?
7. Students Receiving Special Populations Services (G02, G05)
What is the process for providing information to your CTEIS data entry user regarding student special population status? (Special Populations. Are more expansive than “special ed.” students, including economically disadvantaged, nontraditional students, etc.)
8. Students Receiving Special Populations Services (G05)
What services are provided for special populations students at your building, local district, and/or county/region?

Any additional questions as a result of document review?

~ Sample ~
CEPD Memorandum for CIP On-Site Visit

Sent out by CEPD/CTE Administrator or TRAC Region Coordinator to Career and Technical Education (CTE) Teachers and Building Administrators for Selected CIP Program On-Site Visits

MEMORANDUM

DATE:

TO: Career and Technical Education (CTE) Teachers
Building Administrators for Selected CIP Program On-Site Visits

FROM: CEPD and/or CTE Administrator(s)

SUBJECT: Office of Career and Technical Education Review of State-Approved CTE Programs

As part of the Technical Assistance, Review and Compliance (TRAC) on-site visit, the Office of Career and Technical Education (OCTE) has selected your program for an on-site visit. OCTE consultants will be conducting their on-site visit in our region on (DATES).

I have scheduled a meeting with you and your building administrator to prepare for this visit. The meeting is on _____ from _____ to _____ at _____.
(Date) (Beginning Time) (Ending Time) (Location)

We will cover the materials that are to be prepared and submitted to OCTE prior to the visit; and discuss the on-site visit and review process and procedure when the state program consultant visits your classroom and building.

To prepare for our meeting, please bring the following:

(CEPD Administrator can list things they want the program to bring to the meeting.)

As a teacher or building administrator, you are undoubtedly aware that a CTE program review is an important part of insuring quality instructional delivery to students. The TRAC process is designed to be a growth experience for teachers and administrators and will be used by our department to identify your areas of concern and enable us to provide technical assistance where needed.

If you have further questions concerning the document or process, please contact me at: _____, or an OCTE program consultant.
(Contact Information – Telephone and/or E-mail Address)

A list of OCTE consultants and their area of concentration is attached. (Quick Reference Guide for Secondary School Programs).

Quick Reference Guide for Secondary School Programs

Michigan Department of Education
Office of Career and Technical Education
Post Office Box 30712
Lansing, Michigan 48909
(517) 373-3373

		(Area Code 517)
Added Cost Allocations and Expenditure Policy	Jill Kroll	241-4354
Added Cost (State Aid) Expenditure Report (4033)	Cynthia McFall	335-3149
Added Cost Funds (X0107 Secondary Funding Report)	Joan Church	335-0360
Advisory Committee Toolkit	Christine Reiff	241-0260
Ancillary Data Reports	Jill Kroll and Andy Middlestead	241-4354 335-0375
Application for Full-Time Administrator (CTE-4003)	Joanne Mahony	335-0405
Apprenticeship Programs	Christine Reiff	241-0260
Arts and Communications Pathway	Lynne Listeman	373-6731
Articulation Issues	Joanne Mahony	335-0405
Automotive Youth Educational System (AYES)	Joanne Mahony	335-0405
Breaking Traditions Award	Norma Tims	241-2091
Business Management, Marketing and Technology Pathway (BMA, Finance, IT and Marketing)	Glenna Zollinger-Russell	241-2072
Career Education Conference	Joanne Mahony	335-0405
Career Initiatives Grant Project	Diana Bailey	373-8904
Career Initiatives End-of-Year Reports	Brenda Mazuca	335-0382
Career Initiatives Funding and Participation	Brenda Mazuca	335-0382
Career Portal	Donna Beltz	373-8204
Career and Technical Student Organizations	Andrew Middlestead and Lynne Listeman	335-0375 373-6731
Cash Management System (CMS)	Debbie Lonik	241-6929
CEPD Options Form	Joan Church	335-0360
Civil Rights Compliance Review (CRCR)	Norma Tims	241-2091
Consolidated Annual Report (CAR)	Saundra Carter	335-0372
Construction Roundtable	Christine Reiff	241-0260
Core Performance Indicators	Andy Middlestead	335-0375
Counseling/Counselor Education	Christine Reiff	241-0260
Criminal Offender Grants (Adult)	Lynne Listeman	373-6731
CTE Teacher Education Grants	Terri Giannola and Glenna Zollinger-Russell	335-4670 241-2072
CTEIS Data System	Jill Kroll	241-4354
CTEIS Security Levels	Joan Church	335-0360
Curriculum Articulation Issues	Pathway Consultants	
Detroit Area Pre-College Engineering Program (DAPCEP)	Donna Beltz	373-8204
Detroit Automotive Dealers Association (DADA)	Donna Beltz	373-8204
Engineering, Manufacturing, and Industrial Technology Pathway	Patricia Talbott	335-0359
Employers as Partners	Christine Reiff	241-0260
Entrepreneurship	Carol Clark	241-4355
Excellence in Practice Awards	Donna Beltz	373-8204
Family and Consumer Science (FCS)	Norma Tims	241-2091
Final Enrollment and Termination Data/Resources (4301)	Cynthia McFall	335-3149
Fiscal Cooperative Agreements (Perkins)	Brenda Mazuca	335-0382
Follow-Up Survey of Program Completers	Andy Middlestead	335-0375
Fourth Wednesday Enrollment Report (4483 A and D)	Joan Church	335-0360

Gender Equity	Norma Tims	241-2091
Grand Rapids Area Pre-College Engineer Program (GRAPCEP)	Donna Beltz	373-8204
Health Sciences Pathway	Carol Clark	241-4355
Hospitality and Food Services	Glenna Zollinger-Russell	241-2072
Human Services	Carol Clark	241-4355
(Child and Custodial Care Services, Cosmetology, Teacher Cadet, Public Safety/Protective Services)		
Juvenile Offender Grants	Lynne Listeman	373-6731
Less-Than-Class-Size Contracted Instruction Programs	Diana Bailey	373-8904
Letter of Intent/New Program Planning Process	Diana Bailey	373-8904
Michigan Electronic Grants System (MEGS)	Saundra Carter	335-0372
Michigan Automobile Dealers Association (MADA)	Donna Beltz	373-8204
Michigan Comprehensive Guidance and Counseling Programs	Christine Reiff	241-0260
Michigan Rehabilitation Partnership	Christine Reiff	241-0260
Middle/Early College Programs	Christine Reiff	241-0260
Natural Resources and Agriscience Pathway	Randy Showerman	355-3562
New Administrator Orientation	Joanne Mahony	335-0405
Parents as Partners	Christine Reiff	241-0260
Perkins Regional Allocation Determination	Brenda Mazuca	335-0382
Perkins State Plan	Joanne Mahony	335-0405
Postsecondary Liaison	Joanne Mahony	335-0405
Professional Development	Joanne Mahony	335-0405
Project Lead the Way	Patricia Talbott	335-0359
Requests for Proposals (RFP)	Jill Kroll	241-4354
Research (CTE)	Jill Kroll	241-4354
Risk Management/Interagency Labor Law Compliance	Pathway Consultants	
Special Populations, Programs, and Services	Christine Reiff	241-0260
State Board Continuing Education Units (SB-CEUs)	Donna Beltz	373-8204
Teacher Certification/Annual Authorization	Glenna Zollinger-Russell	241-2072
Teacher Preparation Issues/Supply and Demand/Alternative Certification	Terri Giannola	335-4670
Tech Prep	Joanne Mahony	335-0405
Technical Review, Assistance and Compliance (TRAC)	Cynthia McFall	335-3149
Technology Education	Christine Reiff	241-0260
Transition Outcomes Project	Christine Reiff	241-0260
Work-Based Learning/Coop	Diana Bailey	373-8904
Work Permit Information	Diana Bailey	373-8904
USDOL/Bureau of Apprenticeship and Training	Glenn Bivins	377-1746

~ Sample ~
CEPD Meeting Agenda

(For Teacher and Building Administrator Meeting)

Location: _____

Date and Time: _____

- 1) Overview of the OCTE TRAC Process
- 2) CIP programs that have been scheduled for visitation
 - a. Procedure for communicating with Regional TRAC Coordinator
 - b. Submission of document to OCTE prior to on-site visit
- 3) **Prior to CIP Program On-Site Visit Process:**
 The following evidence must be sent to OCTE 30 calendar days prior to the on-site visit.
 - a. **PREPARED NOTEBOOK** containing:
 - 1) Updated (within 60 days of the visit) CIP Self-Review Form for selected programs (include previous school year information 2007-2008)
 - 2) Copies of evidence supporting CIP Self-Review, for example
 - Copy of Teacher Certification
 - Current Articulation Agreements for Tech Prep
 - Program budget information and expenditure detail (do not include invoices)
 - b. Additional evidence:
 - 1) Previous year class list AND current year class list
 - 2) Master class schedule (previous year **and** current year)
 - 3) Master Schedule for building where program is located
 - 4) Contact person at the school, along with sign-in procedure
 - 5) Parking location and building security procedures
 - 6) Location of main office
 - 7) Directions to program teacher's room
 - 8) Directions to off-site program locations
 - 9) Interview schedule and locations
 - 10) Teacher record book for current year (can be provided on-site for review)
- 4) **Day of CIP Program On-Site Visit:** (allow 2- 4 hours for each program review)
 - a. OCTE Consultant will check in at program location
 - 1) Discuss and confirm interview schedule and locations
 - 2) Observation of program in operation
 - 3) Assessment of facility/equipment/supplies/technology
 - 4) Review of on-site documents
 - 5) Interviews
 - Teacher/Instructor (1-2 hours, questionnaire should be completed in writing before interview.)
 - Student (selected randomly by OCTE program consultant). Interview questions may be shared with students as desired.
 - 6) Exit interview with building contact, teacher(s), and local administrators.
- 5) **Post On-Site Visit and Next Steps:**
 OCTE recommends that copies of the required evidence be placed in a notebook in order of the information requested in the CIP Program Self-Review. Please send all information in paper format; do not send it electronically.

TRAC On-Site Checklists

Data and Evaluation D01 – D09				
D01 – Perkins – Quality Data				
Review Criteria: CPI data collected and reported was complete and accurate.				
Critical Elements:		Yes	No	N/A
1S1	English/Language Arts Achievement data collected was complete and accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1S1	Valid Michigan Merit Exam Reading Scores were found for at least 95% of CTE concentrators (desk audit only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1S2	Mathematics Achievement data collected was complete and accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1S2	Valid Michigan Merit Exam Math scores were found for at least 95% of CTE concentrators (desk audit only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2S1	Technical Skill Achievement data collected was complete and accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3S1	Completion data collected was complete and accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4S1	Graduation Rate data collected was complete and accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5S1	Placement data collected was complete and accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6S1	Non-traditional enrollment data collected was complete and accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6S2	Non-traditional completion data collected was complete and accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Possible Evidence: Provide the following evidence for all of the CIP program sections identified by OCTE for this TRAC monitoring visits.</p> <p>Evidence for 1S1, 1S2, 2S1, 3S1, 4S1, 6S1, and 6S2</p> <p><input type="checkbox"/> Semester and final enrollment, program completion status, and grade records and</p> <p><input type="checkbox"/> One or more of the following:</p> <ul style="list-style-type: none"> a. Documentation of CTEIS training for data entry personnel (verification of workshop attendance) b. Participation in CTEIS User Group conference calls c. Interviews with staff, including use of data code manual and <p><input type="checkbox"/> District endorsed written procedures concerning:</p> <ul style="list-style-type: none"> a. Verification of accuracy for data input into CTEIS system b. Procedures for approval of data submissions c. Documentation as to how teachers authorizes and/or approves student records (grades attendance, etc) via a schools electronic student management system <p>Evidence for 2S1</p> <p><input type="checkbox"/> One or more of the following:</p> <ul style="list-style-type: none"> a. Interviews, written documents demonstrating that assessment practices meet state requirements (proctors, timing, test security, administration practices, coordination, etc.) b. District utilizes state assessment only for state reporting. Does not administer as pre-test or post-test <p>Evidence for 5S1 (Placement)</p> <p><input type="checkbox"/> One or more of the following:</p> <ul style="list-style-type: none"> a. Follow up response rate greater than 79% b. Follow-up proxy rate less than 30% c. Documentation of interviewer training for follow-up survey (workshop attendance sheets, receipts, interviews with staff, etc.) d. Use of interviewer manual, use of appropriate interview methodology (written procedures manuals, interviews with staff) e. Documentation of in-house training of data entry and interview staff f. District copies of surveys match CTEIS report 				

D02 – Districts Report Accurate Core Performance Indicator Data

Review Criteria: Eligible recipient annually prepared and submitted disaggregate data on 1S1 Academic Attainment/Reading, 1S2 Academic Attainment/Math, 2S1 Technical Skill Attainment, 3S1 High School Completion, 4S1 High School Graduation, 5S1 Placement, 6S1 Participation in CTE programs leading to nontraditional fields, and 6S2 Completion of CTE programs leading to non-traditional fields for the categories of students described in ESEA. (P IV sec. 113 (b)(4)(C)(i, ii).

Critical Elements:	Yes	No	N/A
A. Special Populations students accurately identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Concentrators were accurately identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Possible Evidence:

For Critical Element A:

☐ **One or more of the following:**

1. District documentation identifying special populations students that is consistent with SRSD records. (REQUIRED EVIDENCE for Critical Element A)
2. District records of single parents and displaced homemakers that match CTEIS reports. (REQUIRED EVIDENCE for Critical Element A)
3. Process to accurately identify single parents and displaced homemakers
4. Process to review SRSD fields used for CPIs for accuracy

For Critical Element B:

☐ **One or more of the following:**

1. Process to accurately identify the segments taught in each course subsection **and** the students enrolled in and successfully completing each subsection
2. Process in place to have instructors review segments for each course section
3. Staff attends data-related training
4. Staff utilize data manual
5. District records of segments taught in each course section match CTEIS reports

D03 – CPI Reports/CTE Activities

Review Criteria: Career and Technical Education activities of eligible recipients evaluated annually, using the local adjusted levels of performance (P IV, sec. 123(b)(1) and improvement plan developed and implemented, if recipient failed to met at least 90 percent of local adjusted level of performance [P IV, sec. 123(b)(2)].

Critical Elements:	Yes	No	N/A
A. Performance levels were reviewed with all CTE staff including instructional, administrative, counseling, and special populations coordinators for improvement of CTE activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Eligible recipient has implemented an evidence-based improvement plan for any CPI not met (90% of adjusted level of performance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Possible Evidence: Provide evidence for the districts in the Region that have approved CTE programs.

☐ **One or more of the following for Critical Element A:**

1. Memos to staff providing core performance indicator results
2. Meeting agendas and minutes showing review of, or use of CPIs for program/grant planning

☐ **One or more of the following for Critical Element B:**

1. Plan was submitted to OCTE on time and contained all required elements (desk audit)
2. Documents demonstrating implementation of activities in improvement plan

D04 – Consortium Reported Complete and Accurate Tech Prep Data			
Review Criteria: Consortium reported accurate indicators of performance for each Tech Prep program including: <ol style="list-style-type: none"> 1. Number of secondary and postsecondary Tech Prep students served. 2. Number and percent of secondary tech prep students who enroll in postsecondary education, enroll in postsecondary education in same field or major, complete a state industry-recognized certification or licensure, complete courses that award postsecondary credit at secondary level, enroll in remedial mathematics, writing, or reading courses in postsecondary education. 3. Number and percent of postsecondary education tech prep students who are placed in a related field of employment after graduation, complete a state or industry-recognized certification or licensure, complete a 2-year degree or certificate program, complete a baccalaureate degree. 			
Critical Elements:	Yes	No	N/A
A. Tech Prep Data were submitted on time and were complete and accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possible Evidence: Provide evidence for the districts in the Region that have approved CTE programs. <input type="checkbox"/> 1. District/postsecondary records that match Tech Prep reports (REQUIRED EVIDENCE) <input type="checkbox"/> 2. District records of Tech Prep enrollments are for same programs as those reported on Tech Prep Program Status Page in Tech Prep grant application (REQUIRED EVIDENCE) <input type="checkbox"/> 3. Written procedures for collecting and sharing information at the secondary and postsecondary levels (optional)			

D05 – Added Cost – Quality Data			
Review Criteria: The CEPD/District has submitted complete and accurate data utilized for the calculation of Added Cost funds.			
Critical Elements:	Yes	No	N/A
A. District documentation of student enrollment by subsections matches CTEIS reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Course instruction time reported on the 4483 aligns with the master class schedule and school year calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possible Evidence: Provide evidence for <i>all</i> approved CIP CTE programs in the region. <input type="checkbox"/> Teacher enrollment records for year being reviewed (random sample) and <input type="checkbox"/> Master class schedule for year being reviewed (showing number of minutes of class time) and <input type="checkbox"/> School Year Calendar for year being reviewed (showing number of weeks of instruction) and <input type="checkbox"/> Interview with staff			

D06 – Placement of CTE Program Completers

Review Criteria: OCTE establishes performance goals pertaining to CTE program-related placement and districts analyze program placement data to evaluate the effectiveness of CTE programs.

Critical Elements:	Yes	No	N/A
A. Students continue education or employment in program-related jobs or training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Districts review total and related placement data by district, program, and building; and include it in the analysis of the effectiveness of the CTE program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Districts share placement information, including related placement, with CTE instruction staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Districts use placement, including related placement, information to improve programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Possible Evidence: Provide evidence for the districts in the Region that have approved CTE programs.

☐ **One or more of the following:**

1. Documentation of placement assistance to program completers such as:
 - a. Placement coordinator task sheets
 - b. Business/industry contact lists
 - c. Participation lists for placement/career fairs
 - d. Participation agreements for internships, job shadows, mentorships, or other work-based experiences **and**
- ☐ 2. Documentation that shows that placement data was reviewed and included in the analysis of the effectiveness of the CTE program by district, program, and building
 - a. Placement data: Written notes, memos, Interviews with staff showing review and analysis
 - b. Related placement data: Written notes, memos, interviews with staff showing review and analysis of data **and**
- ☐ 3. Documentation that placement results were shared with appropriate staff (teachers, local administrators, counselors); such as:
 - a. Placement data: sign-in sheets, agendas, handouts, notes showing review of data
 - b. Related placement data: sign-in sheets, agendas, handouts, notes showing review of data **and**
- ☐ 4. Documentation that placement results were used to improve programs; such as:
 - a. Placement data: Program advisory or development meeting minutes showing review of data
 - b. Related placement data: Program advisory or development meeting minutes showing review of data

D07 – CPI Report Availability

Review Criteria: Reports of CPIs are made available to the public through a variety of formats, including electronically through the internet (P IV sec. 113 (b)(4)(C)(v)).

Critical Elements:	Yes	No	N/A
A. Reports of CPIs made available to the public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Reports of CPIs are made available to the public in electronic format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Possible Evidence: Provide evidence for the districts in the Region that have approved CTE programs.

☐ **One or more of the following:**

1. URL for website containing required reports
2. Written publications containing required reports available to the public AND a distribution list for the documents
3. Minutes of meetings where reports were distributed

D08 – Data Security			
Review Criteria: District collects stores and reports CTE student-level data in a manner that maintains student privacy in compliance with all state and federal laws, including FERPA. FERPA [20 U.S.C. § 1232g(b), 34 CFR § 99.3] also P IV sec. 113(4)(C)(iv) and sect.113(c)(4).			
Critical Elements:	Yes	No	N/A
A. District maintains appropriate controls over student information including technical procedures that ensure only authorized and intended parties have access to data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. District has policies and procedures to ensure that information about individual students is not disclosed to unauthorized persons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. All staff with access to confidential student information (including teachers, administrators, counselors, data entry staff, follow-up interviewers) are aware of and follow district privacy policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Possible Evidence: Provide evidence for the districts in the Region that have approved CTE programs.</p> <p><input type="checkbox"/> One or more of the following:</p> <ol style="list-style-type: none"> Summary of procedures in place to protect student information, including technical procedures to protect electronic information District policies addressing protection of student information Memos, meeting minutes or training materials addressing protection of student information Interviews with data entry staff, follow-up staff, and administrators 			

D09 – Previous On-Site Monitoring Review (Priority 1)			
Review Criteria: All previous non-compliance findings from the last TRAC monitoring visit have been successfully resolved.			
Critical Elements:	Yes	No	N/A
A. Prior monitoring report contained data findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Compliance plan was completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Compliance plan was accepted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Evidences were submitted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Evidences were approved by OCTE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Possible Evidence:</p> <p><input type="checkbox"/> OCTE Desk Audit Review of prior TRAC report</p> <p><input type="checkbox"/> OCTE Desk Audit Review of compliance plan</p> <p><input type="checkbox"/> OCTE Desk Audit Review of list of evidences</p> <p><input type="checkbox"/> Review of documentation supporting evidences implemented to resolve TRAC findings</p> <p><input type="checkbox"/> Interview with CEPD Administrator</p>			

Finance F01 – F07			
F01 – Level of Effort: Supplement, Not Supplant (CTE Perkins, Tech Prep)			
Review Criteria: Federal funds shall be used to supplement, not supplant, non-federal funds expended to carry out career and technical education activities and Tech Prep programs activities (Perkins Sec. 311).			
Critical Elements:	Yes	No	N/A
A. Were federal funds used to provide services which were provided with state or local funds in the prior year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Were federal funds used to provide services that are required under other federal, state, or local laws?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Does the governing board endorse a “no supplanting” policy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> OCTE Desk Audit: Comparison of most recent Final Expenditure Reports with prior year FERs (a)(b) <input type="checkbox"/> OCTE Desk Audit: DLEG monitoring report of postsecondary fiscal agencies <input type="checkbox"/> OCTE Desk Audit: Did the total level of CTE services and activities increase/decrease in proportion to the level of federal funds? (a) <input type="checkbox"/> Interview with business official (a)(b) <input type="checkbox"/> Interview with CTE administrators (a)(b) <input type="checkbox"/> Copy of Board policy (c) <input type="checkbox"/> OCTE Desk Audit: Single Audit Report did not contain findings of supplanting <input type="checkbox"/> Accounting records or reports documenting how federal funds were spent			

F02 – Procurement (CTE Perkins, Tech Prep, Added Cost)			
Review Criteria:			
1. Recipient maintains a written code of standards of behavior governing its employees engaged in the award or administration of contracts. 2. Recipient assures that no federal funds were used to acquire equipment (including computer software) in any instance in which such acquisition resulted in a direct financial benefit to any organization representing it or its employees, or any affiliate. 3. Procurement procedures provide for reviews to avoid purchase of unnecessary or duplicative items, ensure full and open competition to the extent practicable, and no contract be made with a vendor that has been suspended or disbarred. (Perkins Sec. 122(c)(12), EDGAR §80.36(b)(3), School Aid Act MCL 388.1769b)			
Critical Elements:	Yes	No	N/A
A. Does governing board policy prohibit direct financial benefit to any employee or affiliate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Does governing board policy prohibit participation by any employee, officer, or agent in the selection, or in the award of, any contract supported by federal funds if a conflict of interest, real or apparent, is involved?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Do procurement procedures provide for review to avoid purchasing unnecessary or duplicative items?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Do procurement procedures ensure full and open competition, to the extent practicable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Do procurement procedures ensure that no contract is made to a suspended or disbarred vendor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possible Evidence:			
<input type="checkbox"/> Board-approved written Code of Conduct or Conflict of Interest policy for employees and officers involved in procurement <input type="checkbox"/> Written procurement policies and procedures <input type="checkbox"/> Evidence that recipient checked the Excluded Party list <input type="checkbox"/> Employee signed copies of Code of Conduct or Conflict of Interest <input type="checkbox"/> Interview with business official <input type="checkbox"/> Other			

F03 – Expenditure Monitoring (CTE Perkins, Tech Prep)			
Review Criteria: Fiscal control and fund accounting procedures ensure proper expenditure of and accounting for federal funds expended for CTE.			
Critical Elements:	Yes	No	N/A
A. Were expenditures made according to the approved regional budget?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Does the fiscal agency have appropriately signed Cooperative Agreements for Designation of Fiscal Agency for all participating agencies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Are accounting records supported by source documentation? Accounting records and/or source documentation match the selected "Request for Certified Reimbursement"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Do fiscal agency procedures provide for monitoring of LEA expenditures and reimbursement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Has the fiscal agent minimized the time between making disbursements and drawing down funds for reimbursement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possible Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Desk Audit: Comparison of Final Expenditure Report to approved budget by line item (a) <input type="checkbox"/> Source documentation such as purchase orders, requisitions, contracts, invoices, receiving reports, payroll records, canceled checks (a, c, d, e) <input type="checkbox"/> Desk Audit: Review of timing and amount of cash reimbursement requests from CMS (e) <input type="checkbox"/> Written financial policies and procedures <input type="checkbox"/> Process, procedures, forms used for monitoring reimbursed local agency (d) <input type="checkbox"/> Chart of Accounts showing coding for federal fund accounts <input type="checkbox"/> Desk Audit: Expenditure earmarks were not exceeded. (5% CTE and Tech Prep administration, and 15% Tech Prep coordination) (a) <input type="checkbox"/> Financial audit report <input type="checkbox"/> Interview with business official <input type="checkbox"/> Interview with CTE administrator, CI coordinator, Tech Prep coordinator <input type="checkbox"/> Signed Cooperative Agreements for Designation of Fiscal Agency [See fiscal agency certification statement for list of agencies] (Required Evidence for b) 			

F04 – Timekeeping (CTE Perkins, Tech Prep)			
Review Criteria: Salaries and wages of staff paid in whole or in part with federal funds maintain time distribution records in accordance with OMB Circular A-87, Appendix B, item H.			
Critical Elements:	Yes	No	N/A
A. Employees paid with 100% CTE Perkins funds work solely on allowable career and technical education activities and certify such twice a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Employees paid with 100% Tech Prep funds work solely on allowable Tech Prep activities and certify such twice a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Employees paid in part with CTE Perkins or Tech Prep funds maintain split-funded time distribution records (personnel activity reports)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possible Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Written procedures with timekeeping requirements for employees who are paid in whole or in part with federal funds <input type="checkbox"/> Interview with business official <input type="checkbox"/> Employee signed 100% certifications <input type="checkbox"/> Payroll documentation <input type="checkbox"/> Employee signed split-funded time sheets <input type="checkbox"/> Other 			

F05 – Inventory Management (CTE Perkins)

Review Criteria: Prior written approval is required for purchasing equipment for state-approved career and technical education programs. As used here, equipment is defined as tangible, nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

Critical Elements:	Yes	No	N/A
A. Written approval was obtained from OCTE before equipment purchases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. CTE Perkins funded equipment costing \$5,000 or more is maintained on a three-year inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. CTE Perkins funded equipment costing \$5,000 or more is tagged and available for student use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Possible Evidence:

- ☐ Copy of equipment inventory
- ☐ Random classroom visits or consultant reviews
- ☐ Accounting records: equipment requisitions, purchase orders, receiving documents
- ☐ Interview with CTE administrator and/or business office representative
- ☐ Written approval from OCTE

F06 – Use of Funds and Local Support (Added Cost)

Review Criteria: Added Cost funds received by each fiscal agency have been used and supported (matched) in accordance with approved department rules.

Critical Elements:	Yes	No	N/A
A. Process/procedures for ensuring/monitoring that no less than 90% of Added Cost funds received were used for program improvement purposes as defined within the Added Cost Guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Process/procedures for monitoring expenditures to ensure that the local contribution (match) requirement as determined by OCTE is met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Process/procedures for ensuring/monitoring that Added Cost funds received for FCS- Parenthood courses were expended only in the FCS program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Process for the prioritization of programs to receive the 40% CEPD Options portion of Added Cost funds within the CEPD. (Propose deletion for 2008-09 TRAC cycle)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Possible Evidence:

- ☐ OCTE Desk Audit of Added Cost Expenditure Report (X1504) determines match and/or program improvement deficiencies (a and b)
- ☐ Program Consultant review of Parenthood (FCS) Financial Records (c)
- ☐ OCTE Desk Audit of Added Cost Expenditure Reports (4033) determines Parenthood deficiencies (c)
- ☐ Interview with CEPD Administrator and Financial Manager (a, b, c, d)
- ☐ Financial source documentation supporting the expenditures reported on the 4033

F07 – Previous On-Site Monitoring Review (Priority 1)			
Review Criteria: All previous non-compliance findings from the last TRAC monitoring visit have been successfully resolved.			
Critical Elements:	Yes	No	N/A
A. Prior monitoring report contained finance finding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Compliance plan was complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Compliance plan was accepted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Evidences were submitted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Evidences were approved by OCTE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possible Evidence: <input type="checkbox"/> OCTE Desk Audit: Review of prior TRAC report <input type="checkbox"/> Review of documentation supporting evidences implemented to resolve TRAC findings <input type="checkbox"/> OCTE Desk Audit: Review of compliance plan <input type="checkbox"/> Interview with CEPD Administrator and Financial Manager <input type="checkbox"/> OCTE Desk Audit: Review of list of evidences			

Grants G01 – G12			
G01 – Core Performance Indicator Related Activities			
Review Criteria: Career and technical education and tech prep activities were carried out to meet the state-adjusted levels of performance. Regional documentation and evidence demonstrates specific measurable outcomes for individual districts.			
Critical Elements:	Yes	No	N/A
A. CPI-related activities reported on End-of-Year report were accurate, completed, and consistent with the approved activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. CPI-related Final outcomes to activities reported on End-of-Year report were accurate and completed and consistent with the approved activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Provide evidence that measurable outcomes actually occurred for the approved activities in the grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possible Evidence: OCTE will identify at least 20% of activities from CTE and Tech Prep in the EOY report that will be reviewed on-site. Priority will be made to selecting activities related to CPI Regional deficiencies. <input type="checkbox"/> Documentation showing evidence that planned activities took place. Will vary by type of activity such as: <ul style="list-style-type: none"> a. Sign-in sheets for professional development, including agendas, announcements b. Purchased materials, including receipts, invoices, etc. c. Lesson plans, products, and materials developed, student work, achievement, documentation of grant activities 			

G02 – CTE and Tech Prep Program Equity and Access

Review Criteria: Career and technical education and tech prep programs will address equity issues and provide equal opportunities to individuals without discrimination on the basis of race, religion, national origin, gender, height, weight, marital status, disability, or age.

Critical Elements:	Yes	No	N/A
A. All students have equal access to CTE and Tech Prep programs without discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. All students have been included in outreach activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Possible Evidence: Provide evidence for participating districts and CEPDs:

- ☐ Counseling/advising and admission policies demonstrating equal access to CTE and TP programs
- ☐ Outreach materials, which may include outreach brochures, videos, letters or flyers to parents and students that provide evidence of equity and inclusion of all students
- ☐ CTE program application materials including forms and process
- ☐ Non-discrimination policies and procedures
- ☐ State approved Civil Rights Compliance Plan
- ☐ Documents showing inservice activities or workshops on non-discrimination, including gender equity
- ☐ Posters, booklets, and other outreach items in the major languages of the region if applicable

G03 – Joint Regional Planning/Stakeholder

Review Criteria: Joint planning and coordination of CTE programs has occurred.

Critical Elements:	Yes	No	N/A
A. The Workforce Development Board/EAG	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. EAG review of grant documents has occurred	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. EAG review of Long Range Plan (LRP) has occurred	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Other interested parties (e.g. public comment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Possible Evidence:

- ☐ WDB and EAG Agendas and Minutes
- ☐ Public notice of meeting
- ☐ Minutes indicating new CTE program applications were reviewed by EAG/WDB
- ☐ Documents supporting regional grant priorities (e.g. Long Range Plan)
- ☐ Strategic Planning Document (WDB/EAG)
- ☐ Other

G04 – Stakeholder Participation			
Review Criteria: Stakeholders should include representation from the following:			
Critical Elements:	Yes	No	N/A
A. Parents, Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Academic Teachers, CTE Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Faculty, Administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Career Guidance Counselors, Academic Counselors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Tech Prep Consortia Representative, Tribal Colleges (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Business/Industry, and Labor representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Special Populations representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possible Evidence: <input type="checkbox"/> Documents showing meetings and communication with identified stakeholders (e.g. meeting minutes, agendas, letters, memos) <input type="checkbox"/> Stakeholders are invited to participate in the development, implementation, and evaluation of CTE programs <input type="checkbox"/> Stakeholders are invited to participate in LRP and annual grant application development <input type="checkbox"/> Approved Long Range Plan <input type="checkbox"/> Other			

G05 – Students Receiving Special Populations Services			
Review Criteria: The region must review CTE programs, identify barriers, and adopt strategies to increase success in programs for special populations students.			
Critical Elements:	Yes	No	N/A
A. Access barriers for special populations have been identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Strategies to overcome barriers have been developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Strategies to overcome barriers have been implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Services are provided to the following special populations students: disabled, economically disadvantaged, preparing for careers non-traditional for their gender, single parents, single pregnant women, displaced homemakers, and those with limited English proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possible Evidence: <input type="checkbox"/> Regional plan to address needs of special populations students <input type="checkbox"/> Documentation of services provided to Special Populations students <input type="checkbox"/> Evidence of Implementation of CIP Improvement Plan Strategies related to barriers <input type="checkbox"/> Outreach and accessibility reports <input type="checkbox"/> Civil Rights Compliance Plan addressing any barriers (if applicable) <input type="checkbox"/> District/CEPD/Regional plan to provide services to Special Populations students <input type="checkbox"/> Special Pops Service Logs from classroom teachers, SPOPS Coordinators, or paraprofessionals <input type="checkbox"/> Documentation of services provided to Special Populations students <input type="checkbox"/> Outreach materials in alternative language formats (if appropriate) <input type="checkbox"/> Documentation of purchases made to support Special Populations student's services <input type="checkbox"/> Documentation of supplementary services provided to students <input type="checkbox"/> Other			

G06 – Professional Development for Personnel Working With CTE and Tech Prep Programs			
Review Criteria: Professional development occurred for teachers, faculty, paraprofessionals, and administrators, that include:			
Critical Elements:	Yes	No	N/A
A. Effective teaching skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Staying current within their area of specialty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Internships/externships/industry training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Use and application of technology related to CTE programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possible Evidence: <input type="checkbox"/> Registration/sign-in sheets <input type="checkbox"/> Documentation of university credits or CEUs <input type="checkbox"/> Agendas from attendance at state and national professional development conferences <input type="checkbox"/> Agendas and support materials from local or regional inservices <input type="checkbox"/> Proof of attendance at OCTE meetings, conferences, and workshops <input type="checkbox"/> Copy of regional professional development plan and support materials to document implementation <input type="checkbox"/> Agendas/documentation for new teacher orientation <input type="checkbox"/> Other			

G07 – Required Contents of Tech Prep			
Review Criteria: Provide current documentation of Tech Prep Programs which demonstrate:			
Critical Elements:	Yes	No	N/A
A. No less than two years of secondary and two years of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Have a common core of required proficiency in math, science, reading, writing, communications, and technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Are designed to lead to a degree or certificate in a specific career field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possible Evidence: <input type="checkbox"/> Current (within one year) valid Articulation Agreements and 2 + 2 program documentation between the CTE program and community college(s) and/or four year institutions <input type="checkbox"/> Articulation agreements are on file and reviewed annually <input type="checkbox"/> Career Cluster Grid completed at secondary and postsecondary program level <input type="checkbox"/> Curriculum resource guides at the secondary and postsecondary level showing program alignment <input type="checkbox"/> Other			

G08 – Effective Implementation of Tech Prep Programs			
Review Criteria: Evidence that Tech Prep inservice training occurred for both secondary and postsecondary teachers, including:			
Critical Elements:	Yes	No	N/A
A. Effective implementation of tech prep programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Joint training for teachers in the consortium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Training to stay current in area of specialty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Focused on training secondary and postsecondary faculty in the use of contextual and applied curricula and instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Training in the use and application of technology to enhance Tech Prep programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possible Evidence: <input type="checkbox"/> Agendas and materials from training programs for Secondary/Postsecondary <input type="checkbox"/> Attendance rosters of inservice training <input type="checkbox"/> Other			

G09 – Counselor Training – CTE and Tech Prep			
Review Criteria: Counselor training has included how to:			
Critical Elements:	Yes	No	N/A
A. Effectively provide information to students regarding programs of study and Tech Prep programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Provide information on related employment opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Ensure that students are placed in appropriate employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Help counselors stay current with the needs, expectations, and methods of business and all aspects of industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possible Evidence: <input type="checkbox"/> Printed or visual media/web information training documentation <input type="checkbox"/> Tech Prep course descriptions and alignment of programs between secondary and postsecondary <input type="checkbox"/> Labor market information training documentation <input type="checkbox"/> Documentation of work with Michigan Works agencies and other community employment connections <input type="checkbox"/> Attendance at professional development workshops documentation <input type="checkbox"/> Other <input type="checkbox"/> Internship experiences with employers documentation			

G10 – Non-Public School Participation			
Review Criteria: Regions have provided for students enrolled in private non-public secondary schools or home schools to participate in CTE programs.			
Critical Elements:	Yes	No	N/A
A. Non-public schools are aware of the CTE programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Non-public schools have been invited to participate in programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Non-public schools have been invited to participate in planning of grant activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Non-public school students have access to CTE programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possible Evidence: Provide evidence for all districts identified by OCTE: <input type="checkbox"/> One or more of the following: a. Letters and list of recipients receiving the letters, providing non-public schools information about CTE programs b. Examples of replies from non-public schools c. Sign-in sheets from meetings, etc., showing participation of non-public entities and <input type="checkbox"/> One or more of the following: a. Letters and list of recipients receiving the letters inviting non-public schools to participate in CTE programs b. Examples of replies from non-public schools c. Sign-in sheets from meetings showing participation of non-public entities and <input type="checkbox"/> One or more of the following: a. Letters and list of recipients receiving the letters inviting non-public schools to participate in the planning of CTE and Tech Prep grant activities b. Examples of replies from non-public schools c. Sign-in sheets from meetings showing participation of non-public entities			

G11 – Program Accessibility and Special Populations Services (CTE Perkins and Tech Prep)			
Review Criteria: Students who are members of special populations have full access to CTE/Tech Prep programs and program-related services. Districts have assessed and met the needs of special population students.			
Critical Elements:	Yes	No	N/A
A. Special Populations students have full access to CTE/Tech Prep programs and program-related services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Special Populations students have been provided with equal access through outreach and assistance to meet required levels of performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Special Populations students have received support services to enable them to succeed in CTE/Tech Prep programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possible Evidence: Provide evidence for all districts identified by OCTE <input type="checkbox"/> For CTE and Tech Prep: one or more of the following: a. Outreach materials and activities targeting special populations students and <input type="checkbox"/> One or more of the following: a. Counseling records showing services provided to special populations students enrolled in CTE and Tech Prep programs b. Records of accommodations and/ or support services provided to CTE and Tech Prep special populations students, e.g., the provision of para-professionals to CTE and Tech Prep students c. Documents showing the provision of support services to special populations students entering or participating in CTE/Tech Prep programs, such as: i. Support services roster ii. Use of paraprofessionals iii. Other <input type="checkbox"/> One or more of the following: documents showing that planned grant activities related to the assessment of and meeting the needs of special populations occurred. Will vary by type of activity; such as: a. Sign-in sheets for related professional development b. Purchased materials c. Lesson plans d. Student work			

G12 – Previous On-Site Monitoring Review (Priority 1)			
Review Criteria: All previous non-compliance findings from the last TRAC monitoring visit have been successfully resolved.			
Critical Elements:	Yes	No	N/A
A. Prior monitoring report contained grant findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Compliance plan was completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Compliance plan was accepted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Evidences were submitted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Evidences were approved by OCTE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Possible Evidence:</p> <p><input type="checkbox"/> OCTE Desk Audit Review of Prior TRAC report</p> <p><input type="checkbox"/> Review of documentation supporting evidences implemented to resolve TRAC findings</p> <p><input type="checkbox"/> OCTE Desk Audit Review of Compliance Plan</p> <p><input type="checkbox"/> Interview with CEPD Administrator and grant CI Coordinator</p> <p><input type="checkbox"/> OCTE Desk Audit Review of list of evidences</p>			

P01 Previous On-Site Monitoring Review			
CIP (Priority 1)			
Review Criteria: All previous non-compliance findings from the last TRAC monitoring visit have been successfully resolved.			
Critical Elements:	Yes	No	N/A
A. Prior monitoring report contained Classification of Instructional Program (CIP) findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Compliance plan was completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Compliance plan was accepted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Evidences were submitted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Evidences were approved by OCTE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Possible Evidence:</p> <p><input type="checkbox"/> OCTE Desk Audit Review of prior TRAC report</p> <p><input type="checkbox"/> Review of documentation supporting evidences implemented to resolve TRAC findings</p> <p><input type="checkbox"/> OCTE Desk Audit Review of compliance plan</p> <p><input type="checkbox"/> Interview with CEPD Administrator, School Administrator, Teacher, etc.</p> <p><input type="checkbox"/> OCTE Desk Audit Review of list of evidences</p>			



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

~ **SAMPLE** ~
Date

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

Region TRAC Coordinator
Region
Address
City, State, Zip

SUBJECT: Region [] TRAC On-Site Review Report

Dear:

The Office of Career and Technical Education appreciates the courtesies extended to staff members during the Technical Review, Assistance, and Compliance (TRAC) on-site visit to your Region on [insert date]. The purpose of the visit was to complete a review and document the results of that review regarding the quality of state-approved Career and Technical Education programs and student performance factors and to provide technical assistance to your staff in accordance with the following state and federal policies and legislative mandates:

Federal Carl D. Perkins
Federal Carl D. Perkins
State Aid 61a(1)

CTE (Title I - Secondary)
Tech Prep (Title II – Tech Prep)
Added Cost

I appreciate the opportunity we had to share information on these important issues with you and your staff.

Enclosed is the *On-site Review Report* of the review team. The **Not In Compliance/Action Required** are items of noncompliance and each one requires the development of a Compliance Plan indicating corrective action to be taken, the timeline for completion, and staff responsible. Please share copies of this report with all who took part in the TRAC review *especially the teachers* whose programs were visited by our program consultants.

There is a possibility that there may be negative adjustments to your Added Cost funding or a recapture of CTE Perkins funds for the following review items: (more details are found in the report)

•

The Compliance Plans must be submitted within **60 days** of the Compliance Plan Workshop that will be held in Lansing in [enter date]. At this workshop we will explain the Compliance Plan process and timelines for submitting your Compliance Plans. A sample Compliance Plan form is included with this report for your information.

STATE BOARD OF EDUCATION

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Implementation of the Priority I corrective actions must occur no later than **60 days** after OCTE approval of the Compliance Plan. Implementation of the Priority II corrective actions and all "Non-Priority" indicated corrective actions must occur no later than **one year** after OCTE approval of the Compliance Plan.

I commend you and your staff for the quality of your region's Career and Technical Education programs and your commitment to comply with the requirements set forth in the On-Site Visit Preparation Manual. Your input regarding the clarity of our formal report and on-site process and procedures would be greatly appreciated. We welcome your suggestions.

Should you wish to formally appeal any of the findings in this report, please contact our office within 14 calendar days of receipt of this letter. Within an additional 16 calendar days of the receipt of this report, you should submit a written request for review which shall state: (a) the finding of the Department that is in question; (b) the issues upon which the Department's finding is challenged; and (c) all pertinent facts related thereto. If you have any questions regarding the report or items of non compliance or need technical assistance with developing your Compliance Plans, please contact me at (517) 373-3373.

Sincerely,

Patty Cantú, Director
Office of Career and Technical Education

Enclosures

cc: CTE Administrator
Superintendent
OCTE TRAC Team Leader

~ Sample ~
On-Site Review Report

Michigan Department of Education
Office of Career and Technical Education

Region – [Region #]
Name of Region

On-Site Review Report

Data/Evaluation, Finance, Grant, Less Than Class Size

Findings, Action Required, Comments, and Commendations

OCTE recently conducted an on-site review of the use of state and federal career and technical education funds within your region.

It was conducted on: (dates of review)

and covered the grant years(s): (grant years)

This review covered the following state and federal legislation and mandates:

Carl D. Perkins – Secondary Career and Technical Education (CTE)
Carl D. Perkins – Technical Preparation (Tech Prep)
Michigan State Aid Section 61 – Added Cost

The review was conducted by the following OCTE On-Site Team Reviewers:

Data/Accountability/Evaluation	D01-D07	(Reviewers)
Finance	F01-F14	(Reviewers)
Grants	G01-G12	(Reviewers)
Less Than Class Size	L01-L05	(Reviewers)
TRAC On-Site Team Leader		(Team Leader)

The attached report provides a description of the grant criteria reviewed and the outcomes of the onsite review process for each criteria reviewed.

The following is provided for each criteria listed:

Review Criteria: The specific activities, processes, items being reviewed.

Finding(s): A statement of fact describing what was observed.

In Compliance/No Action Required

Evidence was provided that indicated the region met the requirements or criteria.

Not In Compliance/Action Required

Insufficient or no evidence was provided to indicate the region met the requirements or criteria.
The criteria listed does not apply to the specific grant criteria reviewed.

Actions Required:

A statement that denotes the actions needed to be taken by the district so that the CTE program comes into compliance and meets the requirements set forth in the criteria. Each "Not in Compliance" finding will have an Action Required that must be addressed within the Compliance Plan.

Comment(s):

General comments, observations, or considerations provided by the OCTE on-site staff. This is provided for informational purposes only. A district is not required to develop a Compliance Plan item on statements made under "Comment(s)".

Commendation(s):

Based upon the observation of the OCTE on-site staff, this item is an exemplary practice that OCTE wishes to acknowledge and share with other programs.

On-Site Review Report

Review Item:	Review Item Name:
Review Team:	
Findings:	<input type="checkbox"/> In Compliance/No Action Required <input type="checkbox"/> Not In Compliance/Action Required
Action Required:	
Comments:	
Commendations:	

Review Item:	Review Item Name:
Review Team:	
Findings:	<input type="checkbox"/> In Compliance/No Action Required <input type="checkbox"/> Not In Compliance/Action Required
Action Required:	
Comments:	
Commendations:	

Review Item:	Review Item Name:
Review Team:	
Findings:	<input type="checkbox"/> In Compliance/No Action Required <input type="checkbox"/> Not In Compliance/Action Required
Action Required:	
Comments:	
Commendations:	

Review Item:	Review Item Name:
Review Team:	
Findings:	<input type="checkbox"/> In Compliance/No Action Required <input type="checkbox"/> Not In Compliance/Action Required
Action Required:	
Comments:	
Commendations:	

Review Item:	Review Item Name:
Review Team:	
Findings:	<input type="checkbox"/> In Compliance/No Action Required <input type="checkbox"/> Not In Compliance/Action Required
Action Required:	
Comments:	
Commendations:	

Review Item:	Review Item Name:
Review Team:	
Findings:	<input type="checkbox"/> In Compliance/No Action Required <input type="checkbox"/> Not In Compliance/Action Required
Action Required:	
Comments:	
Commendations:	

~ Sample ~
CIP On-Site Review Report

Michigan Department of Education
Office of Career and Technical Education

CIP On-Site Review Report

Findings, Action Required, Comments, and Commendations

Date of Review:
Year(s) Reviewed:
Program Reviewer:

This report provides a description of the on-site review outcomes for the following state-approved CTE program(s):

OCTE Program Name:
School Program Name:
Program Building:
CIP Code: PSN: Region: CEPD:

This document contains an itemization of each criteria that was reviewed during the on-site review:

The following is provided for each criteria listed:

Finding(s): A statement of fact describing what was observed.

In Compliance/No Action Required

Evidence was provided that indicated the CTE program met the requirements or criteria.

Not In Compliance/Action Required

Insufficient or no evidence was provided to indicate the CTE program met the requirements or criteria.

Not Applicable

The criteria listed does not apply to the specific CTE program, course section.

Action Required:

A statement that denotes the actions needed to be taken by the district so that the CTE program comes into compliance and meets the requirements set forth in the criteria. Each "Not in Compliance" finding will have an Action Required that must be addressed within the Compliance Plan.

Comment(s):

General comments, observations, or considerations provided by the OCTE on-site program consultant. This is provided for informational purposes only. A district is not required to develop a Compliance Plan item on statements made under "Comment(s)".

Commendation(s):

Based upon the observation of the OCTE on-site program consultant, this CTE program has incorporated an exemplary practice that OCTE wishes to acknowledge and share with other programs.

On-Site Review Report

Review Item:		
Program Building:		
School Program Name:		
Review Team:		
CIP Code:	PSN:	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2
Findings: <input type="checkbox"/> In Compliance/No Action Required <input type="checkbox"/> Not In Compliance/Action Required		
Action Required:		
Comments:		
Commendations:		

Review Item:		
Program Building:		
School Program Name:		
Review Team:		
CIP Code:	PSN:	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2
Findings: <input type="checkbox"/> In Compliance/No Action Required <input type="checkbox"/> Not In Compliance/Action Required		
Action Required:		
Comments:		
Commendations:		

Review Item:		
Program Building:		
School Program Name:		
Review Team:		
CIP Code:	PSN:	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2
Findings: <input type="checkbox"/> In Compliance/No Action Required <input type="checkbox"/> Not In Compliance/Action Required		
Action Required:		
Comments:		
Commendations:		

Review Item:		
Program Building:		
School Program Name:		
Review Team:		
CIP Code:	PSN:	Priority: <input type="checkbox"/> 1 <input type="checkbox"/> 2
Findings: <input type="checkbox"/> In Compliance/No Action Required <input type="checkbox"/> Not In Compliance/Action Required		
Action Required:		
Comments:		
Commendations:		

Appeals Process

Michigan school districts, and other clients of the Michigan Department of Education (MDE), shall have access to review procedures in regard to decisions and actions taken on monitoring visits and the enforcement of reporting requirements.

The procedures for notification and review are as follows:

1. An eligible recipient that intends to contest the Department's action shall notify the Office of Career and Technical Education (OCTE) Director in writing within 14 calendar days of receipt of the Department's findings. Within an additional 16 calendar days of receipt of the findings, the recipient shall submit a written request for review which shall state: (a) the finding of the Department that is in question; (b) the issues upon which the Department's finding is challenged; and (c) all pertinent facts related thereto.
2. Upon receipt of such a request, the appropriate OCTE Director shall prepare a written reply in duplicate within 30 calendar days. Such a reply may include a change of position by the Department or an affirmation of its original position, in whole or in part.
3. Within 14 days of receipt of the reply from the Department, the party whose appeal has been denied shall indicate whether it wishes to continue a request for review by the Department. Such notification shall be sent to the OCTE Director. If the timing of local board of education meetings prevents the recipient's party from acting within the allotted 14 days, the party shall send the OCTE Director written notification of this fact within the initial 14-day period. A party providing this notification shall have a total of 30 days to submit a request for continued review.
4. Within 14 calendar days of receipt of notice indicating a further review of decision, a final meeting shall be scheduled. At this time, there shall be a discussion including the challenging party, the OCTE Director, appropriate OCTE staff, and/or the Director of the MDE bureau or designee.
5. The OCTE Director or designee, may make a ruling based upon the facts presented or may convene a review panel of three members.
6. If a review panel is convened, within 14 calendar days of receipt of information and materials, the panel shall review the documentation and decision for the purpose of making one of the following recommendations to the OCTE Director:
 - a. Further review is not warranted based upon the facts presented. The review should end. Original staff decision **is supported**.
 - b. Further review is warranted based upon the facts presented. Original staff decision is **not supported**.
 - c. Further review may be unwarranted because there is an alternative solution that can be suggested to the challenging parties. Original staff decision is **not modified**.
7. The Director of the MDE bureau shall make a decision regarding the contested decision. All decisions are based on applicable laws and the policies of the MDE.

~ Sample ~
Compliance Plan

Data, Financial, Grant, and Less Than Class Size Compliance Plan

Green Highlighted: To be filled in by OCTE Database
 Yellow Highlighted: To be completed by Region/District/Building
 Gray Highlighted: To be completed by the appropriate OCTE TRAC On-Site Team Member

Region:	Date of Visit:	Reviewer:
Review Item:	Review Item Name:	
Action Required – This Section for OCTE Use Only		
Comments from OCTE Reviewer:		

~ Sample ~
Compliance Plan

CIP Program Compliance Plan

Region:	Date of Visit:	Reviewer:			
Priority:	Operating Building:				
CTE CIP Program:			CIP Code:		PSN:
Review Item:	Review Item Name:				
Priority One Evidence Due to OCTE:			Priority Two Evidence Due to OCTE:		
Action Required – This Section for OCTE Use Only					
Review Item:	CIP Code:	PSN:	Region:		
To Be Completed by Region:					
Compliance Activity:	Dates		Evidence(s) of Completion:		
	Priority One completion date must be no later than 00/00/00. Priority Two completion date must be no later than 00/00/00.				
	Start	Completion			
Position Title Responsible for Above Activity:					
OCTE Use Only:					
Consultant Written Comments:	Compliance Plan Approved?				Evidence Accepted?
	Yes	No	Date	Initials	
1.	<input type="checkbox"/>	<input type="checkbox"/>			1. <input type="checkbox"/> <input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>			2. <input type="checkbox"/> <input type="checkbox"/>



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

~ Sample ~

Sent Via E-Mail

TO: TRAC Region Team Leader
FROM: Cynthia McFall, TRAC On-Site Coordinator
SUBJECT: TRAC Missing and/or Unapprovable Evidence – 1st Notice

This is to advise you that we are still missing evidence or there is evidence that is unapprovable from your TRAC Review conducted on (date of region TRAC visit). This evidence was due in our office on: (insert date evidence due here).

The following CIP program review items had missing or unapprovable evidence:

- (missing CIP program review items will be listed here)

If the CIP program review evidence is not received within the timelines for TRAC approval we will be unapproving the programs listed above. A recapture or withholding of funds may also occur.

The following Data, Finance, Grant, and Less than Class Size reviews had missing or unapprovable evidence:

- (missing Data, Finance, Grant, LTCS review items will be listed here)

Failure to submit the missing/unapprovable evidence for Data, Finance, Grant, and Less Than Class Size reviews may result in a negative adjustment or recapture of funds.

This is your opportunity to provide us with the missing evidence or approvable evidence. Evidence should be sent to me via e-mail or mailed to the address listed below.

You will be receiving a follow-up letter (sent via certified mail return receipt requested) with a due date 10 days after the date of that letter. Please contact me with any questions or technical assistance needs.

Office of Career and Technical Education
Attn: Cynthia McFall
P. O. Box 30712
Lansing, MI 48909
Ph: 517-335-3149
mcfallc1@michigan.gov

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LANSING



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Unapproved or Missing Evidence 2nd Notice

TRAC Region Team Leader

SUBJECT: Region "00" TRAC Unapproved/Missing Evidence

SENT VIA CERTIFIED MAIL/RETURN RECEIPT REQUESTED

This is to advise you that we are still missing evidence or there is evidence that is unapproved from your TRAC Review conducted (date of region TRAC visit). This evidence was due in our office on: (enter date evidence was due).

The following CIP program review items had missing or unapprovable evidence:

-

If the evidence is not received we will be unapproving the programs listed above. A recapture of funds may also occur.

The following Data, Finance, Grant, Less Than Class Size review items had missing our unapprovable evidence:

If the missing/unapprovable evidence for Data, Finance, Grant, and Less Than Class Size reviews is not received this may result in a negative adjustment or recapture of funds.

This is your opportunity to provide us with the missing evidence or approvable evidence. We must receive this information by **(10 days from date of letter)**. Evidence should be sent via e-mail or mailed to the address listed below.

Office of Career and Technical Education
Attn: Cynthia McFall
P. O. Box 30712
Lansing, MI 48909
Ph: 517-335-3149
mcfallc1@michigan.gov

Please contact me with any questions or for technical assistance.

Sincerely,

TRAC OCTE Team Leader

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Missing Evidence Unapproving Program/Notification of Recapture

SENT VIA CERTIFIED MAIL

Fiscal Agency Superintendent

Dear Superintendent:

SUBJECT: Region 00 TRAC Missing/Unapprovable Evidence

As a result of our agency's TRAC visit to your Region, and lack of approvable evidence, we are removing state approval from the following CTE program(s):

CIP	PSN	Name of Program	Location
-----	-----	-----------------	----------

This program will no longer be listed on the Department of Education, Office of Career and Technical Education (OCTE), 4483 enrollment reports and will no longer require any reporting obligation unless there are any clarifications or corrections needed to data required by the state of Michigan. This program will no longer be eligible to receive added cost funding.

In the future, state approval of this program must go through the OCTE new CTE program process. If you have any questions regarding this letter, please feel free to contact Glenna Zollinger-Russell, Supervisor of the Career Planning and Education Unit, at (517) 241-2072 or zollinger-russellg@michigan.gov.

Any recapture of funds will be included in a separate communication from our office.

Sincerely,

Patty Cantú, Director
Office of Career and Technical Education

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Date

TRAC Region Team Leader

SUBJECT: Region [] TRAC Completion Letter

Dear :

The TRAC Compliance Plan and evidence for your region's monitoring visit on [dates of visit] has been reviewed by our staff and are accepted as submitted. This completes the TRAC monitoring requirements for your region from our [date of] visit and the targeted visits which occurred on [date] (if applicable).

The time, work, and commitment that you and your staff have given to the development and completion of the Region [] Compliance Plan are appreciated. I believe that all of your efforts will lead to improved career and technical education in Michigan. Your continued cooperation and support is appreciated.

Sincerely,

Patty Cantú, Director
Office of Career and Technical Education

cc:

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